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ABSTRACT

This guide provides 11 basic lessons for the English monolingual and English dominant sixth grader. It may also be adapted for other grade levels. The guide may be used independently as introductory material or as a supplement to other Spanish-as-a-second-language (SSL) programs. The units are designed to develop first the listening and speaking skills, then the reading and writing skills, utilizing a culturally relevant approach. The activities are intended to develop an understanding in English-speaking students of the major patterns, traditions and values of many of the Spanish-speaking people around them. The format emphasizes logical progression in inductive teaching. The guide provides for the use of alternative procedures with slow or advanced students. A lesson may take from one to three weeks. A typical lesson includes: notes to the teacher; concept; objective, stated in behavioral terms; vocabulary; a list of materials needed and directions for their use; activities; evaluation; and optional activities. (Author/RM)

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Spanish as a Second Language Units

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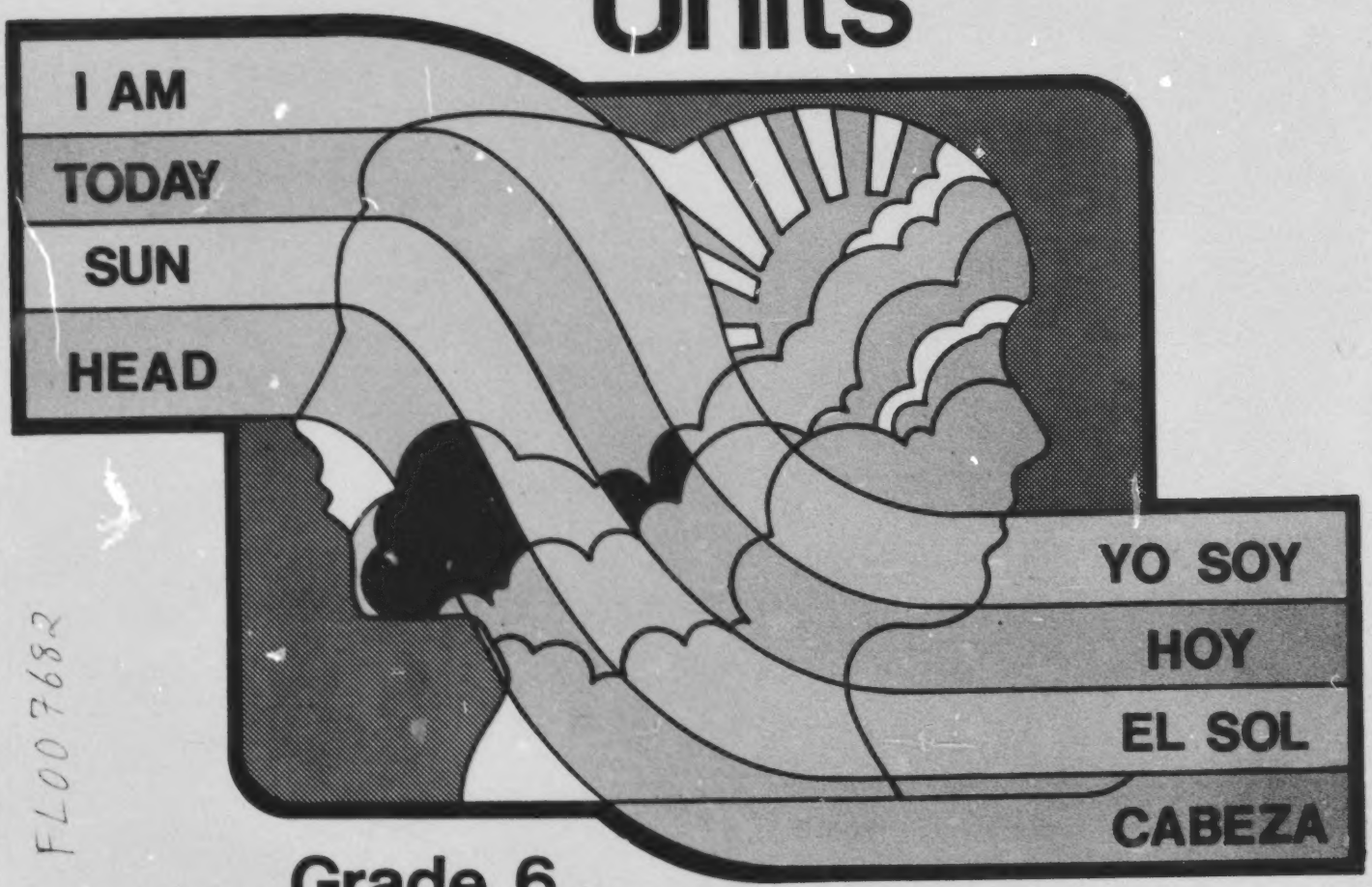

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Grade 6

Fort Worth Public Schools Bilingual Education Program Fort Worth, Texas

Spanish as a Second Language Units

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FOREWORD

Spanish as a Second Language Units provides eleven basic lessons for the English monolingual and English dominant sixth grader. It may also be adapted for other grade levels. The guide may be used independently as introductory material or as a supplement to other SSL programs.

This book was edited by Elsa Sánchez de la Vega-Lockler and Pam Harper, Staff Editors, DACBE. Larry Appleby, Graphic Artist, Education Service Center, Region XIII, designed the cover and illustrated the book. Joanna Melcher, Dahlia López, Grace De La Garza and María Sánchez typed the final manuscript.

Requests for information concerning *Spanish as a Second Language Units* or other bilingual materials should be addressed to Dissemination and Assessment Center for Bilingual Education, 6504 Tracor Lane, Austin, Texas 78721.

Ernest Pérez, Director of Dissemination

DISSEMINATION AND ASSESSMENT CENTER FOR BILINGUAL EDUCATION

FROM THE SUPERINTENDENT

One of the challenges which has confronted the Fort Worth Public Schools has been that of adequately meeting the educational needs of children whose first language is Spanish. At two schools, J.P. Elder Middle School and Rosemont Middle School, these Spanish-speaking children constitute a large segment of the total school enrollment. During the year 1973-74, through the help of the Emergency School Aid Act, curriculum guides were prepared to aid the teachers in meeting the specific needs of this group. Elements of multicultural education were also provided for all other students in the project schools.

Bilingual multicultural education can be an exciting and valuable experience for all children participating in the program. It is hoped that by learning about themselves, the individuals of one cultural group will develop a greater awareness of themselves, their origins, and their sociocultural development. Those outside the group will profit also by learning about other people and other ways of life. This knowledge, in addition to enriching their experiences, will make for a better perception of their own culture.

Our district's commitment to bilingual education reaffirms our interest in keeping our efforts in education current and effective. This is of paramount importance if we are to realize success in meeting the individual needs of all of our pupils.

Julius Truelson, Superintendent
Fort Worth Public Schools

PREFACE

Spanish as a Second Language Units was developed under a Title VII (Emergency School Aid Act) grant extended by the United States Office of Education to the Bilingual Program of the Fort Worth Independent School District.

Special appreciation is extended to those parents, students, instructional assistants, teachers, team leaders, and consultants of J.P. Elder and Rosemont Middle Schools who read, field tested, contributed ideas, and criticized constructively the Spanish-as-a-second-language lessons written for the English dominant and English monolingual sixth grade students.

The writer especially appreciates the suggestions provided by Mr. Carlos E. Pérez, Administrator of Bilingual Curriculum, who directed, edited, and proofread the lessons in this guide.

She is also thankful to Mr. Bill Boardman and Mr. Dan Rhome, school principals, for the support given during the field testing of these lessons.

Spanish as a Second Language Units was written by Ms. Angelina Galindo, Bilingual Curriculum Writer.

* * *

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INTRODUCTION

This Spanish-as-a-second-language guide presents eleven lessons especially written for the English monolingual and English dominant sixth grade student. For non-Spanish-speaking students, learning a second language, according to Saville and Troike in their *Handbook of Bilingual Education*, "can stimulate their natural linguistic curiosity and help them to realize that there are equally valid ways besides English for expressing their ideas." That is, the ability to communicate at least minimally in the language of the immediate Spanish-speaking environment will also help to develop a respect and understanding for classmates, neighbors, community workers, etc., who speak a different language (Spanish).

The four sequential elements used to develop the student's skills in Spanish are listening, speaking, reading, and writing.

This Spanish-as-a-second-language program is very flexible. It includes a variety of activities which involve the student's own experiences within the immediate Spanish-speaking environment. It also provides some exercises for the development of reading and writing skills. Only after the student has become familiar with listening and speaking can he then be introduced to reading and writing skills in Spanish.

The method used to promote these four skills (listening, speaking, reading, and writing) is based on the culturally relevant approach. The purpose is to develop an understanding and awareness in English-speaking students of the major patterns, traditions, and values that make up the way many people around them live and behave. These concepts also acquaint the student with the great achievements of the immediate Spanish-speaking culture: Chicano literary works, Chicano history. English words borrowed from the Spanish language, etc. In addition, understanding the cultural heritage of others in the immediate community deters the formation of negative stereotypes and prejudice.

The clear, easy-to-follow format used in these lessons emphasizes the importance of logical progression in the inductive teaching of Spanish as a second language. The entire program invites your creativity and provides for the use of alternative procedures with either slow or advanced students. A lesson may take from one to three weeks, depending on the progress of the group, time limitations, and the complexity of the concepts taught.

* * *

A typical lesson includes the following components:

Notes to the Teacher--includes suggested teaching strategies and grouping arrangements as well as specific ideas on how to treat other components of the lesson. This section also provides any necessary preliminary information about the lesson, including helpful suggestions for the most effective presentation of the lesson, strategies for dealing with various degrees of Spanish language proficiency within the SSL group, and suggestions for positive reinforcement of the skills taught in the lesson.

Concept--outlines the general idea of the lesson.

Objective--stated in behavioral terms. Specifies some observable or measurable behavior the student is expected to demonstrate at the end of each lesson.

Vocabulary--a list of words that are to be introduced in the context of the lesson. It is advisable first to let the students hear each word in isolation and then in a sentence. Next have them pronounce the word after you have modeled it. By using new words in context, English-speaking students are better able to grasp meanings instead of merely translating word by word. Also add to this list any words you feel are necessary and appropriate to the student's Spanish language proficiency.

Materials--This section is divided into two columns:

1. A list of what is needed to teach the lesson.

2. A set of directions suggesting how to use the materials most effectively.

Feel free to substitute appropriate materials which are more readily available for the ones suggested; this is especially true in the case of Spanish language materials.

Activities--Each lesson includes a variety of suggested activities. Some activities are for large groups; others, for small groups; and still others, for individualized instruction, depending on the student's knowledge of the Spanish language.

Evaluation--At the end of each lesson, each student is tested orally or in writing on the lesson's objective.

Optional Activities--designed to reinforce skills taught in the Activities or to serve as alternative teaching strategies. Included are activities for both abler students and more limited students.

LAS VOCALES

Notes to the Teacher This is a model lesson to acquaint you with the format followed in this book.

This oral lesson is for a large group of approximately 20-25 students, and it should take about 30 minutes. Accept all appropriate answers from the students. Use the suggested worksheet for the evaluation.

In the lesson slashes /a/ denote the phoneme (sound) and underlining a denotes the grapheme (written symbol). Auditory discrimination will be given more emphasis in the next lesson.

Concept To help the student recognize the sounds and symbols of the five Spanish vowels in capital and lower case letters.

Objective At the end of approximately 25 minutes of instruction, the student will be able to identify all the vowels in 5 out of 10 given words.

Vocabulary

la mamá	*la mesa*	*el lápiz*
el papá	*el libro*	*el papel*
grande	*la regla*	*la ventana*
pequeña	*la silla*	*la puerta*

Materials

List	Directions
Worksheets: Exercises 1 and 2 (pp. 8-9) Spanish Words (p. 10) Evaluation (pp. 11-12)	Duplicate copies for the students.

Activities

Activities 1-3 are designed for a group of 20-25 students. Ask the students to have their notebooks and pencils or pens ready before you start the lesson. Then write the vowels on the chalkboard one by one.

Tell the students:

1. T: I am going to write the five Spanish vowels. As I write each vowel, I will also pronounce it. (Write the vowels one at a time.)

a /a/	e /e/	i /i/	o /o/	u /u/
A	E	I	O	U

2. T: I know that Spanish is hard for you to learn right now, but if we learn to recognize and pronounce these vowels, it will be easier for all of you to say simple words. Now I would like for all of you to repeat after me:

   /a/ (a as in father)
   /e/ (e as in pet)
   /i/ (i as in me)
   /o/ (o as in go)
   /u/ (u as in boots)

   Have the students repeat the sounds according to their progress, and as often as they need.

3. T: Now I want you to write the five Spanish vowels. (Give the students time to copy them).

   I am going to ask each of you to say the five vowels in Spanish. (Call on each student.)

4. Have the students complete Exercises 1 and 2.

5. T: Write five Spanish words that you have heard often in English. They may be names of foods, cities, etc.

Activities (cont.)

Let each student read his list out loud and pronounce all the vowels in each word. Example:

e n c h i l a d a s

/e/ /i/ /a/ /a/

Give all the students copies of the list of Spanish Words. You may add more Spanish words you think the children know, including words from the vocabulary list.

Evaluation For evaluation purposes distribute the illustrated vocabulary page. Tell the students to put away their notebooks and to leave only this page on their desks.

Tell the students:

T: On this exercise there is a drawing on the left side of the sheet and then the word in Spanish identifying the picture. In this way you will know what the word means. I will read the word in Spanish, you will repeat after me, then you will circle the vowels you see or hear in that word. I will identify the letters to be analyzed as *grandes* (capitals) or *pequeñas* (small letters).

Optional Activities

1. You may want to recite "A-E-I-O-U" from *Mother Goose on the Rio Grande*.

2. Demonstrate and explain the verse "*Encanto para un dedo machacado*" from *Mother Goose on the Rio Grande*, page 11. It will help the students pronounce the vowel o.

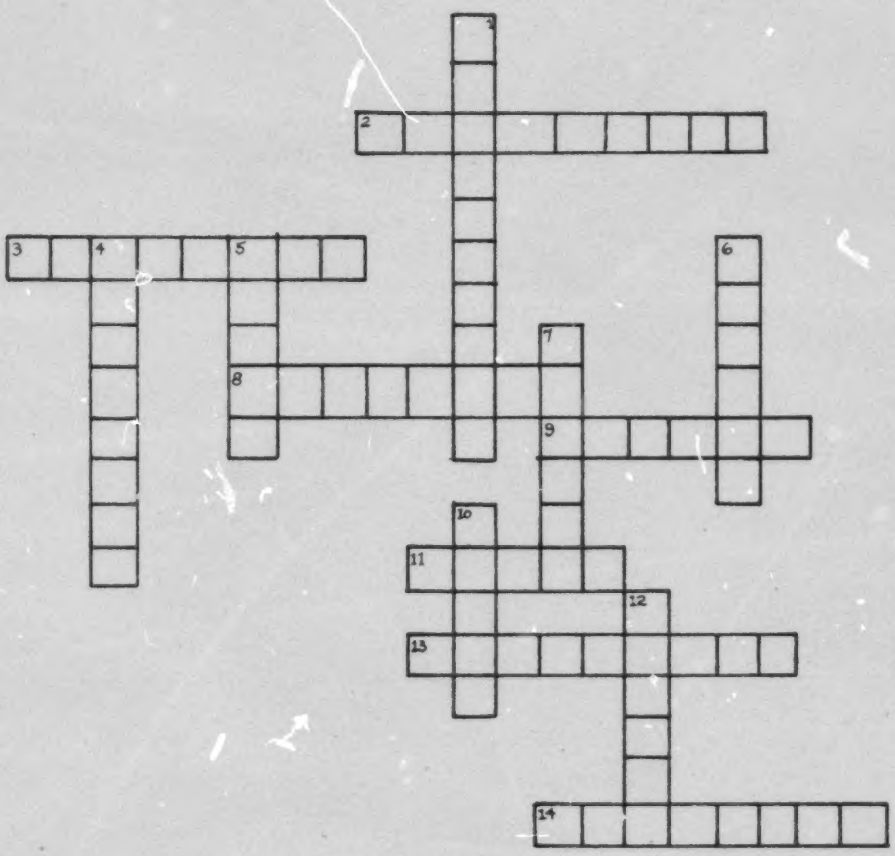
EXERCISE 1

Circle all the capital vowels as you pronounce them in a loud voice.

1.	M i P o E	6.	T R U N V
2.	R s I u l	7.	O C A n I
3.	t q b O i	8.	S C i G A
4.	A S i c L	9.	Q E I g n
5.	F z L w U	10.	M P S I o

EXERCISE 2

Crossword Puzzle: Cities in Texas



In front of each word write the correct number. All the cities have Spanish names. The cities are not in order:

Across	Down
____ Mesquite	____ Del Río
____ Laredo	____ Uvalde
____ Río Grande	____ La Mesa
____ Amarillo	____ Mexía
____ Pecos	____ San Antonio
____ Alvarado	____ Alamo
____ San Angelo	____ Victoria

SPANISH WORDS

Cities	Food	Miscellaneous
San Antonio	tacos	peregrinos
San Francisco	enchiladas	fiesta
El Paso	elote	plaza
Alvarado	guajolote	acequia
Mexía	pozole	patio
Mesquite	mole	lazo
Laredo	tortillas	bronco
Amarillo	garbanzo	rancho
Pecos	aguacate	rodeo
Río Grande	salmón	corral
Victoria	mango	gracias
Del Río	menudo	pueblo
Uvalde	chile	colonos
La Mesa		sureste
San Angelo		noreste
Seguín		salvo
San Marcos		indios
Santa Fé		españoles
Los Angeles		poncho
Sacramento		coyote
San Diego		puma
		siesta
		vistas

EVALUATION

Circle all the vowels you see or hear in each word, either *grandes* or *pequeñas*.

		Grandes	Pequeñas
1.		TACOS	tacos
2.		PUMA	puma
3.		INDIOS	indios
4.		ESPAÑOLES	españoles
5.		PEREGRINOS	peregrinos
6.		PONCHO	poncho
7.		CHILE	chile
8.		CORRAL	corral

		Grandes	Pequeñas
9.		PUEBLO	pueblo
10.		RODEO	rodeo

EL ALFABETO ESPAÑOL

Notes to the Teacher Since this may be the students' first exposure to learning another language, help them feel comfortable by accepting all appropriate responses and by reinforcing correct ones.

In the lesson slashes /a/ denote the phoneme (sound), and underlining a denotes the grapheme (written symbol).

An English cognate is a word derived from the same source as a Spanish word; therefore, the two words are similar in form and often in meaning.

Concept To introduce the Spanish alphabet with emphasis on phonemes and graphemes of the different letters.

Objective At the end of the lesson, the student will demonstrate his knowledge of the 30 letters of *el alfabeto español* by using as many words as he can recall. He should be able to complete this activity within 3 minutes.

Vocabulary

el alfabeto
el español
los días
las tardes
las noches
el señor
la señora
la señorita
los, las buenos(as)
las gracias
el adiós
el profesor
la profesora
el presente
el ausente
el papá
bonita
Colorado
Chicano
Del Río
la fiesta
el grupo
la hacienda
el idioma
julio
el kilogramo
la labor
el llano
la mañana
el niño
la niña
¡ole!
el pueblo
quieto
la raza
el carro
el sarape
el tamal
uno
el valle
Volkswagen
el xilófono
yo
el zapato

Materials None

Activities

1. This activity should take about ten minutes.

   Demonstrate and explain the pronunciation of the letters in the Spanish alphabet.

   T: Spanish is a phonetic language. Therefore, if we learn to pronounce the letters of the Spanish alphabet, we can determine the exact pronunciation of syllables and accents in every word. Let's learn the Spanish alphabet so we can learn to communicate in Spanish with other people.

   This is *el alfabeto español*. (Let the students repeat the phrase *el alfabeto español.)*

   Write the Spanish alphabet on the chalkboard, and drill the students on the phonemes (sounds) of the letters.

   Let the students learn to recognize the graphemes (written symbols) while they drill. As you point to each letter on the chalkboard, ask several students to identify it.

Sound	Symbol	As In	Sound	Symbol	As In
/a/	a	*papa*	/ene/	n	*niño*
/be/	b	*bonita*	/eñe/	ñ	*niña*
/ce/	c	*Colorado*	/o/	o	*¡ole!*
/che/	ch	*Chicano*	/pe/	p	*pueblo*
/de/	d	*Del Río*	/cu/	q	*quieto*
/e/	e	*español*	/ere/	r	*raza*
/efe/	f	*fiesta*	/erre/	rr	*carro*
/ge/	g	*grupo*	/ese/	s	*sarape*
/hache/	h	*hacienda*	/te/	t	*tamal*
/i/	i	*idioma*	/u/	u	*uno*
/jota/	j	*julio*	/ve/	v	*valle*
/ka/	k	*kilogramo*	/doble u/	w	*Volkswagen*
/ele/	l	*labor*	/equis/	x	*xilófono*
/elle/	ll	*llano*	/i griega/	y	*yo*
/eme/	m	*mañana*	/zeta/	z	*Zapata*

Activities (cont.)

2. Next study Spanish words by combining letters. Be sure you give the necessary help so the students will feel comfortable.

T: When you come to class and I call roll, how do you answer, (Mike)?
S: Present.

T: Very good. Now I will write this word in Spanish, and let's see if we can pronounce it using what we have learned. (Write the word *presente*, and give the students time to think.) Who can say this word?
S: *Pre - sen - te.*

T: Very good. Now, if somebody is absent, you would probably answer absent. In Spanish you would say . . . (write the word *ausente* on the chalkboard). Who can say this word?
S: *Au - sen - te.*

Follow this procedure with the following words:

días	*buenos(as)*
tardes	*gracias*
noches	*adiós*
señor	*profesor*
señora	*profesora*
señorita	

Be sure to explain that *buenos* is masculine and *buenas* is feminine, depending on the gender of the noun.

3. Write short common phrases such as:

buenos días	*adiós señorita*
buenas tardes	*adiós señora*
buenas noches	*adiós profesor(a)*
adiós señor	

4. Discuss the cognates learned in this lesson.

Activiites (cont.)

días - days
alfabeto - alphabet
español - Spanish
profesor - professor
presente - present
quieto - quiet
carro - car
ausente - absent
grupo - group
julio - July
kilogramo - kilogram
labor - labor
valle - valley
xilófono - xylophone

Evaluation Ask each student to say the 30 letters of the Spanish alphabet in context by using as many words as he can recall. He should complete this test within 3 minutes.

Optional Activities Let the students write lists of Spanish words they know. Ask each student to read his list out loud.

EN LA SALA DE CLASE

Notes to the Teacher There are twenty activities to choose from in order not to bore the students. Do not let the lesson become monotonous: you may lose the students' attention.

Have the listening center ready for those students who need more practice in aural comprehension of Spanish questions.

Concepts To help the students

- . recognize seven colors
- . identify masculine and feminine objects by using the articles *el* and *la*
- . identify ten members of the family
- . learn to count by tens from twenty to one hundred
- . practice common questions and answers
- . learn everyday classroom commands

Objectives At the completion of this lesson, the student will be able to:

1. Identify orally from memory 3 out of 5 colors.
2. Identify orally from memory 5 out of 10 words as feminine or masculine by using the correct definite article (*el* or *la*).
3. Identify his family members.
4. Answer orally without notes 3 out of 5 common questions.
5. Perform before the class 3 out of 6 commands.
6. Write in Spanish the numbers from 20-100 by 10's.

Vocabulary

la casa	*el*	*el treinta*
el, la blanco (a)	*la*	*el cuarenta*
el, la negro (a)	*de*	*el cincuenta*
el, la amarillo (a)	*el, la hermano (a)*	*el sesenta*
el, la café	*el, la abuelo (a)*	*el setenta*
el, la azul	*el, la tío (a)*	*el ochenta*
el, la verde	*el, la primo (a)*	*el noventa*
el, la rojo (a)	*el veinte*	*el cien*

Materials

List	Directions
Picture cards of houses: white, red, black, yellow, brown, blue, green	You may use drawings or pictures. Write the Spanish name on the back of each picture.
Picture cards of books: white, red, black, yellow, brown, blue, green	Write the Spanish name on the back of each picture.
Picture cards of family members: brother, sister, grandfather, grandmother, uncle, aunt, girl cousin, boy cousin, father, mother	Write the Spanish name on the back of each picture.
8 1/2" x 14" sheets of paper, crayons, color lists, markers	Use these materials in Activity 8.
Worksheets: Exercises 1, 2, 3, 4 (pp. 23-27)	Have copies available for the students.
3" x 5" cards	The students will use these cards in Activity 19.
Colored strips	Use in Evaluation 1.
Pictures or objects: *casa, libro, pizarrón, profesora, niño, mesa, regla, puerta, ventana, página*	Use in Evaluation 2.

Materials (cont.)

Language Master equipment and cards	Set up a listening center for Optional Activity 2.

Activities

1. Review the sound /a/ by showing the students the picture cards for *la casa blanca* and *mamá*. Identify the pictures in Spanish. Have the students repeat after you. Make a sentence by combining the words. Example: *Esta es la casa blanca de mamá*. Explain the meaning.

2. Introduce the colors by showing the colored houses.

blanco(a)	*café*
rojo(a)	*azul*
negro(a)	*verde*
amarillo(a)	

   Each time you show a card, use the color in a complete sentence. Repeat the activity using the books. Explain the gender (masculine and feminine). Examples:

   Esta es la casa blanca de mamá.
   Este es el libro blanco de mi hermano.

3. Introduce *el hermano, la hermana, la abuela, el abuelo, el tío, la tía, el primo, la prima, el padre,* and *la madre*. The last two words are other ways of saying *papá* and *mamá*.

4. Word discrimination: Hold up one picture at a time. Slowly read the words written on the back of that card and a few other cards. Have the students hold up their hands when they hear the correct name of the picture.

5. Game: "*Siéntate*/Sit Down" from *Games and Ideas for Teaching Spanish*. Divide the class into two groups according to rows of seats. Group 1 stands. Explain that when you say, "*Siéntate si llevas el color blanco*," any student wearing the color white must sit down. Repeat the phrase using all the colors learned in Spanish until only one student remains standing.

Activities (cont.)

The student still standing wins a point for his group if he correctly answers a review question, such as "*¿Cómo te llamas?*" The other group plays the game in the same manner. If everyone in the group is eliminated, they must wait for another turn to win a point. The game continues until one of the groups has won five points.

6. Teach *preguntas y respuestas comunes* such as:

¿Cómo se llama tu madre?
Mi madre se llama _____.

7. Ask incomplete questions using pictures of family members. Have the students complete them orally. Example:

T: *¿Cómo se llama tu* _____*?* (Show the picture of *el hermano.)*
S: *Mi hermano se llama* _____.

Continue this activity by using all the family pictures.

8. Game: "*Cubran los colores*/Cover Colors" from *Games and Ideas for Teaching Spanish.*

Have each student divide an 8 1/2" x 14" sheet of white paper into sixteen blocks (four rows, each with four squares). He is to color each block, following a list of colors which you provide. Each child must have his own unique list so the game cards will be different. When the students have finished, they exchange papers. Then distribute markers, as in a bingo game. As you call out colors in Spanish, the children are to cover them. The first child to cover four colors in a row--diagonal, horizontal, or vertical--is the winner.

9. Introduce the following common phrases and questions. Use them often in your daily school routine--instructions, commands, etc. This gives you the opportunity to speak more Spanish to the students. Adjust the commands when addressing an individual student or the entire class. Add other phrases as you see fit.

Siéntense.
Saquen una hoja de papel.
Abran sus libros en la página _____.
Pónganse de pie.

Activities (cont.)

Pasen los papeles al frente.
Pedro, repita por favor.
Hablen más recio.
Luisa, lee la oración número_____.
Mike y Joe, escriban en el pizarrón.
Mary, borra el pizarrón.
No comprendo lo que dice.
No sé.
¿Cómo se dice_____ en español?

10. Game: *"Simón dice*/Simon Says." Use this game to reinforce the vocabulary from Activity 9. Example:

    T: *Simón dice, "Pónganse de pie."*

11. Review the numbers from one through twenty calling on individual students.

12. Counting by tens, chain drill the numbers 20-100.

13. Have the students complete Exercise 1.

14. Game for learning numbers: "*Acercándose*/Closer" from *Games and Ideas for Teaching Spanish*. You may select a student to leave the room, or he may volunteer. With the entire class watching, hide an object--a *sarape*, a small *sombrero*, a drawing of a *casa*, *libro*, etc. The student is then called back into the room to hunt for the hidden object. The rest of the class counts loudly as the student gets close to the object and softly as he moves away from it. The students will count by tens to 100.

15. Have the students complete Exercise 2.

16. Review the colors from Activity 2, and let the students work Exercise 3.

17. Using crayons, hold up one color at a time. The students write the name of each color.

18. Review the members of the family, and have the students work Exercise 4.

19. Have the students identify objects by printing the names on 3" x 5" cards and by placing each card near the corresponding object.

Activities (cont.)

20. Have the students count the objects they identified in Activity 19.

Evaluation

1. Prepare strips of each color in Activity 2. Show each student 5 strips; he is to identify 3 colors correctly.

2. Have each student identify *casa*, *libro*, *pizarrón*, *profesora*, *niño*, *mesa*, *regla*, *puerta*, *ventana*, and *página* as feminine or masculine by using the definite articles *la* and *el*. You may use either pictures or objects. Each student should answer correctly at least 5 times.

3. Ask each student to make a simple family tree and to label the members as *mamá*, *tío*, *primas*, etc.

4. Ask each student 5 questions from Activities 6 and 7. The student will answer at least 3 correctly.

5. Ask each student to recite and to perform commands from Activity 9.

6. Have the students write in Spanish the numbers from 20-100 by tens.

Optional Activities

1. Sing "*Los parientes*" from *¡Hola! vamos a cantar*, page 25.

2. Have the students who need more practice with questions and answers use the listening center and the Language Master materials. You should record the questions on the cards. Language Master equipment is available from Bell and Howell.

EXERCISE 1

Fill in the blanks with the correct *el* or *la*.

1. _____ casa
2. _____ libro
3. _____ página
4. _____ ventana
5. _____ verde
6. _____ mamá
7. _____ negro
8. _____ tío
9. _____ hermana
10. _____ puerta
11. _____ pizarrón
12. _____ papel
13. _____ azul
14. _____ alfabeto
15. _____ número
16. _____ profesora
17. _____ lápiz
18. _____ niño
19. _____ mesa
20. _____ regla

EXERCISE 2

Match the English words with the Spanish words.

English	Spanish
ten	seis
forty	diez
five	cuarenta
fifteen	trece
two	cinco
twenty	cien
six	ocho
one hundred	quince
eight	dos
thirteen	veinte

EXERCISE 3

Color the states and territories of Mexico according to these instructions. The map is on the next page.

Estados - States

1. Baja California - blanco
2. Sonora - roja
3. Chihuahua - amarillo
4. Coahuila - blanco
5. Nuevo León - rojo
6. Tamaulipas - amarillo
7. Sinaloa - amarillo
8. Durango - azul
9. Zacatecas - verde
10. San Luis Potosí - café
11. Nayarit - blanco
12. Aguascalientes - negro
13. Jalisco - rojo
14. Guanajuato - amarillo
15. Querétaro - azul
16. Hidalgo - verde
17. Colima - café
18. Michoacán - rojo
19. México - amarillo
20. Morelos - rojo
21. Tlaxcala - negro
22. Veracruz - blanca
23. Puebla - amarillo
24. Guerrero - azul
25. Oaxaca - blanco
26. Tabasco - rojo
27. Chiapas - amarillo
28. Campeche - azul
29. Yucatán - verde

Territorios - Territories

1. Baja California - rojo
2. Quintana Roo - amarillo

Baja California (Norte)
Sonora
Chihuahua
Coahuila
Sinaloa
Durango
Nuevo León
Tamaulipas
Territorio de Baja California (Sur)
Nayarit
Zacatecas
San Luis Potosi
Querétaro
Aguascalientes
Hidalgo
Guanajuato
Veracruz
Jalisco
Tlaxcala
Colima
Michoacán
México
Tabasco
Puebla
Morelos
Guerrero
Oaxaca
Chiapas
Yucatán
Campeche
Territorio de Quintana Roo

EXERCISE 4

Fill in the blanks with the correct words.

abuelo	primo	tía	hermano
tío	abuela	prima	

1. La madre de mi padre es mi_____.
2. El padre de mi padre es mi_____.
3. La madre de mi tía es mi_____.
4. El padre de mi madre es mi_____.
5. La hermana de mi padre es mi_____.
6. El hermano de mi padre es mi_____.
7. La hermana de mi madre es mi_____.
8. El hermano de mi madre es mi_____.
9. La hija de mi tío es mi_____.
10. El hijo de mi tío es mi_____.
11. El hermano de mi prima es mi_____.
12. El padre de mis primos es mi_____.
13. La abuela de mi prima es mi_____.
14. Mi padre es el_____de mi primo.
15. El hermano de mi hermana es mi_____.

VAMOS A CONJUGAR

Notes to the Teacher Accept all answers, reinforcing all appropriate responses. Provide as much help as possible. If you have any other ideas, be sure to include them in the lesson.

Concepts To help the students

- identify -*ar* verbs
- conjugate -*ar* verbs in the present indicative
- identify interrogative and declarative phrases
- invert declarative statements into questions
- identify the seven days of the week
- learn to tell time

Objectives At the end of this lesson, each student will be able to:

1. Conjugate in writing from memory 4 -*ar* verbs in the present indicative.
2. Identify at least 2 declarative and 2 interrogative sentences without any notes in a true-false test.
3. Correctly invert 10 out of 15 declarative statements into questions in writing.
4. Say from memory 4 out of the 7 days of the week.
5. Tell time in writing in 12 of 18 drawings.

Vocabulary

llamar
estar
tomar
sacar
pasar
borrar
hablar
la enferma
el lunes
el martes
el miércoles
el jueves
el viernes
el sábado
el domingo
el reloj
el verbo
el día
la semana
la soda
yo
tu
ella
nosotros
usted
ustedes
ellos
ellas
Words in the story *"Mi hermana Victoria"*

Materials

List	Directions
Worksheets: Exercises 1, 2, 3, 4 (pp. 35-39)	Have copies available for the students.
Transparencies: Days of the Week (p. 41) *El tiempo* (p. 42)	Use "Days of the Week" in Activity 11; *"El tiempo"* in Activity 13.
Copies of the story *"Mi hermana Victoria"* (p. 40)	Use in Activity 15.

Activities

1. Explain that some verbs used in previous lessons have -*ar* infinitive forms:

estar - to be
tomar - to drink, to take, to get
sacar - to take out
pasar - to pass
borrar - to erase
hablar - to speak
llamar - to call

Mary quiere estar en la escuela.
Mary wants to be at school.

Paul quiere sacar el lápiz.
Paul wants to take out the pencil.

Activities (cont.)

The verb *estar* changes in the first person singular to *estoy*. The endings for the present indicative of the -*ar* verbs are:

Singular	Plural
-o	*-amos*
-as	*-áis*
-a	*-an*

Example:

hablar

hablo	*hablamos*
hablas	*habláis*
habla	*Hablan*

Since the second person plural is not used very often in this hemisphere, it may be disregarded. Drill the students on the endings of the -*ar* verbs in the present indicative.

2. Introduce the personal pronouns. Explain that in the first and second person one can detect person and number simply by conjugation. Thus, these pronouns may be omitted. Only for the third person singular and plural need they be included for clarification.

Examples:

Singular	Plural
yo - I	*nosotros* - we
tu - you	*ellos* - they
él - he	*ellas* - they
ella - she	*ustedes* - you (plural)
usted - you	
yo hablo	*nosotros hablamos*
tu hablas	
él habla	*ellos hablan*
ella habla	*ellas hablan*
usted habla	*ustedes hablan*

Activities (cont.)

3. Drill the students on the personal pronouns using the verb *estar*.

4. Practice the present indicative with the verb *tomar*. Omit the pronouns.

5. Game: "*Conjuguen el verbo*/Conjugate the Verb." Divide the class into four or five groups according to rows of seats. Any extras can serve as judges at the chalkboard. Begin the game by announcing the first exercise -- "*Conjuguen el verbo estar*," for example. The first child from each group walks to the chalkboard, conjugates the verb, replaces the chalk on the chalkboard ledge, and walks back to his seat. The first child back to his seat wins five points for his group. Anyone who runs or forgets to replace the chalk is out of the game. After all seven verbs have been conjugated, total the points for each group. The team with the most points wins the game.

6. Have the students work Exercise 1. If needed, clarify the instructions.

7. Have each student make up a sentence using the vocabulary from previous lessons and the verbs just learned.

8. Introduce the declarative sentence. Write an example on the board in Spanish and English. Identify each part of speech according to English grammar.

Article	Subject	Verb	Predicate Noun
The	girl	is	sick.
La	*niña*	*está*	*enferma.*

Explain the inversion of a statement into a question. Example:

T: *La niña está enferma.*
¿Está enferma la niña?

When writing a question in Spanish, always begin with an inverted question mark; otherwise, it is not a correct question, grammatically speaking. Following the inverted question mark is the verb, the subject (unless it is a personal pronoun), and then the rest of the predicate (direct object, phrases modifying the direct object or the verb).

Activities (cont.)

Pedro saca la mesa.
¿Saca Pedro la mesa?

9. Have the students work Exercise 2.

10. Have the students work Exercise 3.

11. Introduce the days of the week in Spanish by using the transparency at the end of this lesson. Explain that in Spanish *los días de la semana* are not capitalized unless they begin a sentence.

lunes	*miércoles*	*viernes*	*domingo*
martes	*jueves*	*sábado*	

Los días de la semana are always masculine. Explain the meaning of *el fin de semana*. Chain drill.

12. Review the cardinal numbers by telling time. Explain that *es* is used only with one o'clock.

T: *Es la una.*
It is one o'clock.

From two o'clock on, use *son*.

Son las tres.
It is three o'clock.

Also explain that *para* is used for telling time before the hour.

T: *Es un cuarto para las dos.*
It's a quarter to two.
or
Son quince minutos para las dos.
It's fifteen minutes to two.

Explain that *y* is used for telling time after the hour.

T: *Son las cuatro y media.*
It's four thirty.
or
Son las cuatro y treinta.

When telling time, the numbers are always feminine. Also, explain that minutes are counted by fives just as in English.

Activities (cont.)

13. Practice telling time with the transparency at the end of this lesson.

14. Have the students read out loud the short story "*Mi hermana Victoria.*"

15. Have the students work Exercise 4.

Evaluation

1. The exercises used in this lesson serve as evaluation instruments:

    - Each student conjugates in writing from memory 4 -*ar* infinitive verbs in the present indicative (Exercise 1).
    - Each student identifies at least 2 declarative and 2 interrogative sentences without any notes in a true-false test (Exercise 2).
    - Each student correctly inverts 10 out of 15 declarative statements into questions in writing (Exercise 3).
    - Each student correctly writes the time for 12 out of 18 drawings (Exercise 4).

2. Oral Testing: Ask each student to say from memory 4 out of the 7 days of the week.

EXERCISE 1

Part A

Conjugate the following -*ar* verbs in the present indicative: *estar, pasar, sacar, tomar, hablar, borrar,* and *llamar.* You may omit the second person plural.

Part B

Complete the following forms.

Hablar

1. ellos _____
2. tú _____
3. ella _____
4. usted _____
5. nosotros _____
6. él _____

Tomar

1. yo _____
2. nosotros _____
3. usted _____
4. él _____
5. tú _____
6. ellas _____

Borrar

1. ellos _____
2. nosotros _____
3. tú _____
4. él _____
5. yo _____
6. ellas _____

Estar

1. nosotros _____
2. usted _____
3. él _____
4. ellas _____
5. yo _____
6. ella _____

EXERCISE 2

Write C-D for a correct declarative statement, C-I for a correct interrogative sentence, I-D for an incorrect declarative, and I-I for an incorrect interrogative sentence.

_____ 1. Mi hermano se llama Pedro.

_____ 2. ¿Cómo se dice red en español?

_____ 3. Mi abuela es la mamá de mi papá.

_____ 4. Es blanca la casa?

_____ 5. Abran sus libros en la página seis.

_____ 6. ¿Está el niño en la casa?

_____ 7. La regla está en la mesa.

_____ 8. La profesora borra el pizarrón.

_____ 9. El niño está en la puerta.

_____10. ¿Toma soda el profesor?

EXERCISE 3

Change the following statements into questions, and then translate the questions into English.

1. El libro está en la mesa.

_____

_____

2. El niño saca el lápiz.

_____

_____

3. Mary está en la escuela.

_____

_____

4. Johnny pasa los papeles.

_____

_____

5. Anthony borra el pizarrón.

_____

_____

6. La profesora toma soda.

_____

_____

7. El estudiante habla español.

_____

_____

Exercise 3 (cont.)

8. La profesora está en la casa.

_____

_____

9. Dos sarapes están en la mesa.

_____

_____

10. El niño saca la puerta.

_____

_____

11. El profesor pasa los exámenes.

_____

_____

12. El niño habla inglés.

_____

_____

13. Cristina borra el verbo.

_____

_____

14. El estudiante está en la silla.

_____

_____

15. Mamá saca la mesa.

_____

_____

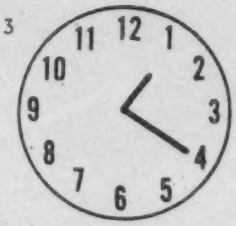
EXERCISE 4

El tiempo

Write the correct time in Spanish.

1

2

3 

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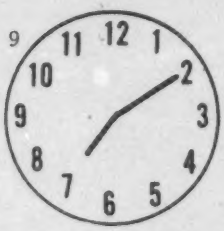
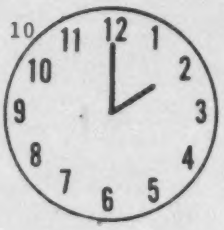
9 

10 

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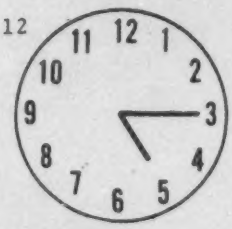
12 

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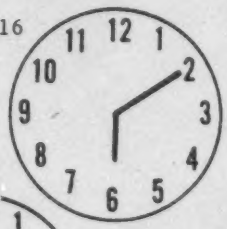
16 

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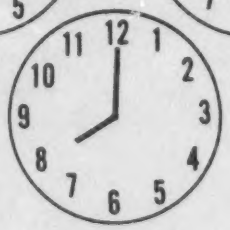
18 

MI HERMANA VICTORIA

Hoy[1] es sábado. Son las tres y[2] mi hermana Victoria está en casa enferma.[3] Victoria tiene cinco años.[4] Ella no quiere tomar leche,[5] ni[6] chocolate. Mi mamá saca una soda roja y la pasa a mi tía Rebeca. Mi tía es la hermana de mi mamá. Yo estoy en la puerta. Mi hermano Jorge habla conmigo[7] de la escuela. Mi abuelita, la mamá de mi mamá y de mi tía Rebeca, llama al médico.[8] El médico toma café y habla con mi hermana Victoria.

Victoria ya no está enferma. Ella quiere tomar agua[9] y sacar los juguetes[10] para llamar a sus[11] amigas.

---

1 hoy - today
2 y - and
3 años - years
4 quiere - wants
5 leche - milk
6 ni - nor
7 conmigo - with me
8 médico - doctor
9 agua - water
10 juguetes - toys
11 sus - her

LOS DIAS DE LA SEMANA

el lunes

el domingo

el martes

el miércoles

el jueves

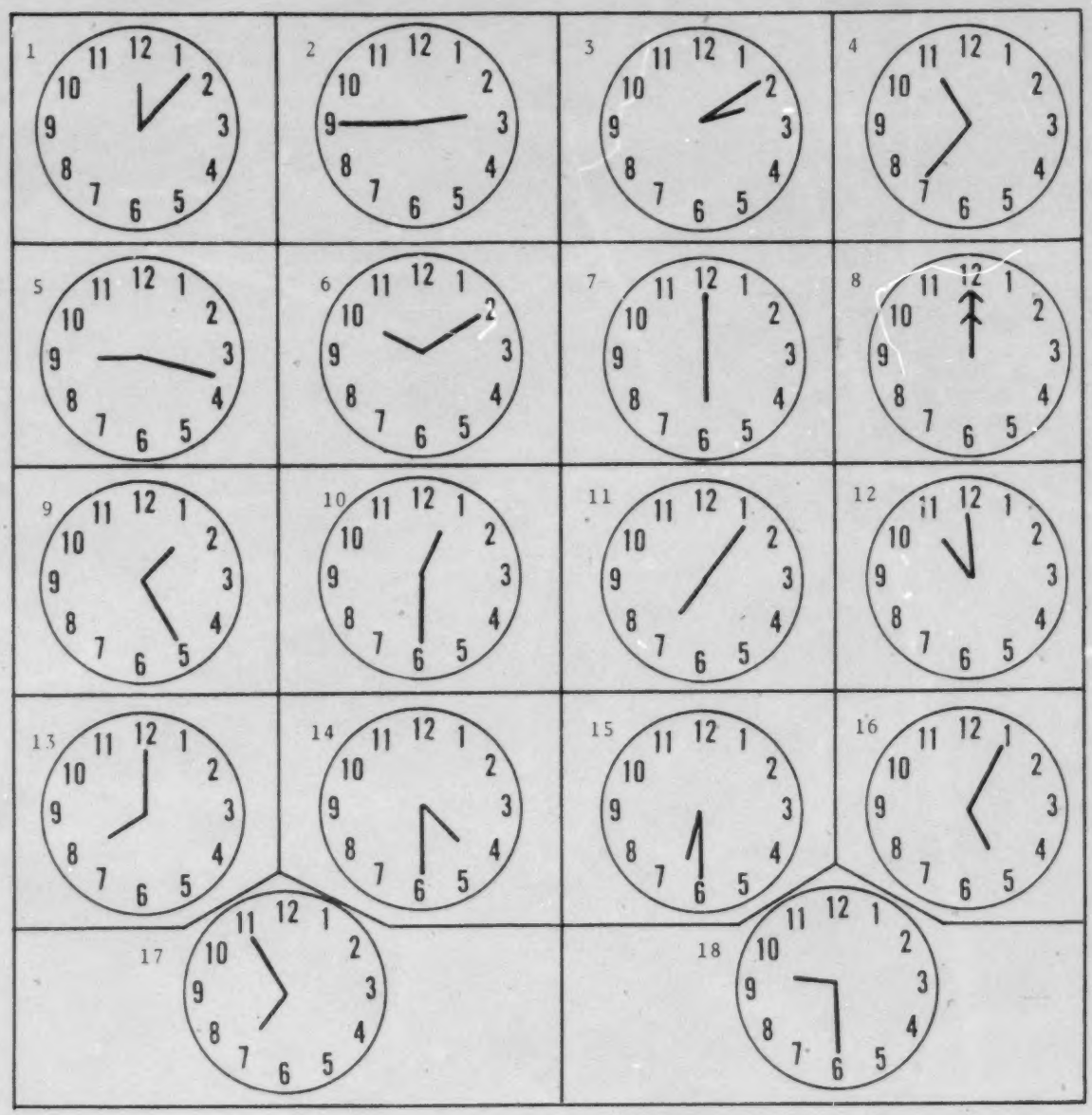
el viernes

el sábado

TRANSPARENCY
Activity 11

EL TIEMPO

TRANSPARENCY
Activity 13



ALGUNOS CONCEPTOS BASICOS DEL ESPAÑOL

Notes to the Teacher Add more activities using verbs. Review some of the words already presented in previous lessons, and go over the new words the students do not know by using pattern drills.

Concepts
- To help the students identify the twelve months and four seasons of the year
- To familiarize the students with basic vocabulary in Spanish
- To have the students work simple mathematical problems by writing the answers in Spanish

Objectives At the end of this lesson, each student will be able to:

1. Name orally in Spanish 6 of the 12 months of the year.
2. Identify in Spanish the 4 seasons of the year in a matching test.
3. Identify orally in Spanish 3 out of 5 pictures representing new vocabulary.
4. Write the correct answers in Spanish for 15 out of 30 simple mathematical problems.

Vocabulary

enero	*junio*	*noviembre*
febrero	*julio*	*diciembre*
marzo	*agosto*	*la fecha*
abril	*septiembre*	*la semana*
mayo	*octubre*	*el mes*

Vocabulary (cont.)

la primavera	*la escuela*	*el pan*
el otoño	*la tortillería*	*las flores*
el verano	*la librería*	*los libros*
el invierno	*la zapatería*	*los zapatos*
las estaciones	*la carnicería*	*los frutos*
la florería	*la panadería*	*las matemáticas*
la dulcería	*la lechería*	*llevar*
la frutería	*la carne*	*el frío*
la tienda	*la leche*	*el calor*
la iglesia	*la biblioteca*	*los dulces*

Materials

List	Directions
Cards with dates written on them	Use in the game "Guessing Dates," Activity 6.
Volleyball, masking tape	Use for the game described in Activity 7.
Pictures or drawings: *la primavera, el verano, el otoño, el invierno*	Use these pictures when discussing the four seasons in Activity 8.
Magazine pictures or drawings: *tienda, iglesia, tortillería, librería, biblioteca, zapatería, escuela, carnicería, panadería, lechería, florería, dulcería, frutería*	Use these pictures for identification in Activity 10(a).
Magazine pictures or flannel cutouts: *carne, leche, pan, flores, dulces, libros, tortillas, zapatos, frutas*	These pictures are needed in Activity 10(d).
Paper plates, cardboard clock hands, crayons, brass fasteners	The students make clocks in Activity 12.
Worksheets: Exercises 1, 2, 3, and 4 (pp. 51-58) Evaluation--*Las estaciones del año* (pp. 59-60)	Have copies available for the students.

Activities

1. Introduce the months of the year by writing them on the board in small letters.

enero	*mayo*	*septiembre*
febrero	*junio*	*octubre*
marzo	*julio*	*noviembre*
abril	*agosto*	*deciembre*

   T: In Spanish the months of the year are not capitalized unless they begin a sentence.

2. Have the students work Exercise 1, *"Los meses del año."*

3. From now on each student will write the date in Spanish at the top of every exercise. Provide all necessary help. The student may want to use his Spanish name also: Michael - *Miguel.*

4. Have the students practice dates by working Exercise 2, *"Fechas."*

5. T: A week in Spanish is called *una semana.*

   Drill the students. Have them name the days of the week by saying:

   S: *Los días de la semana son. . .*

   Emphasize the word *la semana* and the days of the week in Spanish.

6. T: A month in Spanish is called *un mes.*

   Modelo: Un mes tiene treinta días.

   Drill the students. Have them play the game "Guessing Days."

GUESSING DAYS

Draw a large calendar like the one below on the chalkboard. Hold up one date card at a time. Ask the students to name the day of each date in Spanish. As they identify the days, place the cards on the chalk ledge.

JULIO						
Sábado	Lunes	Martes	Miércoles	Jueves	Viernes	Domingo
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

T: *Según* (according) *este* (to this) *calendario, ¿qué día de la semana es el 14 de julio?, ¿qué día de la semana es el 5 de julio?*

Be sure you emphasize *el día de la semana.* Use as many dates as needed.

7. Provide practice drills for the months of the year by saying:

T: *Los meses del año son . . .*

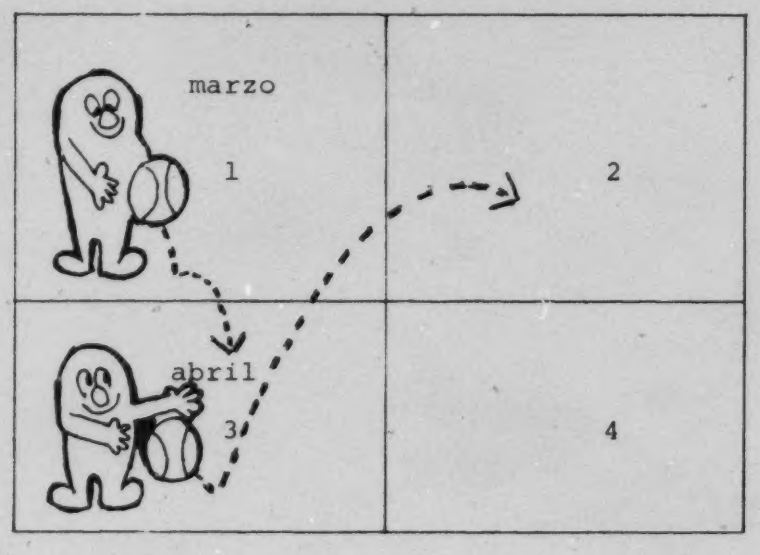
Play the game *"Los meses del año."*

Activities (cont.)

LOS MESES DEL AÑO

In order to play this game, clear a large area in the middle of the classroom. Using masking tape, make a 12' square on the floor and divide it into four smaller squares. Number the four squares one through four. Select four players. The server must stand in Square 1. Have the other three students select their squares by naming them in Spanish. The server bounces the volleyball in his square. Then he taps the ball into another square. As he serves, he calls out in Spanish the name of the month. The player who receives the ball, must bounce it into another square, pronouncing the name of the month that follows the server's month. A player is eliminated if he: (1) hits the ball outside the playing area, (2) fails to bounce the ball into another square, or (3) fails to name the correct month.

Sample:



Activities (cont.)

8. Using the pictures, introduce the seasons of the year. Pronounce the words; then have the students repeat after you.

   T: *Las cuatro Estaciones del año son la primavera, el verano, el otoño, y el invierno. Repite.*

9. Review these sentences in drill practice:

   Las estaciones del año son cuatro.
   El año tiene cuatro estaciones.
   En el otoño hace mal tiempo.
   En el invierno hace frío.

10. Drill Practice: item substitution. Let the students substitute the suggested words for the underlined words. Emphasize the feminine and masculine nouns. Use the recommended pictures.

   (a) *En la primavera llevo a mi novia* <u>*al restaurante*</u>. (Note that <u>*a*</u> + <u>*el*</u> becomes <u>*al*</u>.)

   a la tienda - to the store

   a la iglesia - to the church

   a la biblioteca - to the library

   a la escuela - to the school

   a la tortillería - to the tortilla store

   a la librería - to the book store

   a la zapatería - to the shoe store

   a la carnicería - to the meat market

   a la panadería - to the bakery shop

   a la lechería - to the dairy store

   a la florería - to the flower shop

   a la dulcería - to the candy store

   a la frutería - to the fruit store

Activities (cont.)

(b) *En el verano tomo nieve.*

soda
chocolate
café
leche
té

(c) *En el otoño estoy en la escuela.*

Have the students substitute words from Activity 10(a).

(d) *En el invierno compro los regalos.*

la carne	*las flores*	*las tortillas*
la leche	*los dulces*	*los zapatos*
el pan	*los libros*	*las frutas*

11. Have the students work Exercise 3.

12. Review numbers by playing the game *"El reloj."*

EL RELOJ

Have each student make his own clock from a paper plate. Divide the class into two groups. Have them select names for their teams. When everybody is ready, call out a time in Spanish. Each student shows the time on his clock. The team with the most correct answers wins. As the game continues, make the times more difficult, such as:

T: *Son las dos cuarenta y cinco* (2:45).

13. Have the students work Exercise 4, *"Matemáticas."*

Evaluation

1. Have each student name at least 6 months of the year.

2. Have the students complete the Evaluation worksheet *"Las estaciones del año."*

3. Give 5 pictures used in this lesson to each student. He should be able to identify at least 3 pictures with no mistakes.

4. Each student should be able to answer correctly in Spanish 15 out of 30 problems on Exercise 4.

EXERCISE 1

Los meses del año

Translate the month(s) in each sentence to Spanish.

1. The last day of school is in June.

   _____

2. Mother's Day is in May.

   _____

3. Christmas is in December.

   _____

4. Easter is in April.

   _____

5. Valentine's Day is in February.

   _____

6. After Christmas we start classes in January.

   _____

7. The month after February is March.

   _____ _____

8. Thanksgiving Day is in November.

   _____

9. School starts in August.

   _____

10. Halloween is in October.

    _____

Exercise 1 (cont.)

11. Labor Day is in September.

_____

12. Independence Day is in July.

_____

EXERCISE 2

Fechas

Write the following dates in English.

1. El dos de noviembre.

   _____

2. El cuatro de julio.

   _____

3. El diez y seis de septiembre.

   _____

4. El veinte y cuatro de diciembre.

   _____

5. El treinta y uno de octubre.

   _____

6. El doce de enero.

   _____

7. El quince de febrero.

   _____

8. El diez y siete de agosto.

   _____

9. El tres de marzo.

   _____

10. El catorce de febrero.

    _____

Exercise 2 (cont.)

11. El diez de mayo.

_____

12. El seis de enero.

_____

13. El veinte y ocho de abril.

_____

14. El diez y nueve de junio.

_____

15. El seis de mayo.

_____

EXERCISE 3

Artículos definidos: el, la, los, las		
	Singular	Plural
Femeninos:	la	las
Masculinos:	el	los

A. Write the feminine or masculine definite articles for the following words.

1. _____ tienda
2. _____ panadería
3. _____ dulces
4. _____ escuela
5. _____ biblioteca
6. _____ zapatos
7. _____ librería
8. _____ fruta
9. _____ iglesia
10. _____ leche
11. _____ flores
12. _____ zapatería
13. _____ florerías
14. _____ otoño
15. _____ chocolate
16. _____ soda
17. _____ libros
18. _____ regalos
19. _____ carne
20. _____ primavera

B. Write five words from Activity (a) that are similar to English words.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Exercise 3 (cont.)

C. Translate the months of the year into Spanish.

1. January	_____	7. July	_____
2. February	_____	8. August	_____
3. March	_____	9. September	_____
4. April	_____	10. October	_____
5. May	_____	11. November	_____
6. June	_____	12. December	_____

D. In the blanks below write the Spanish names of the months in each of the four seasons.

1. Los meses de la primavera son:

_____

_____

_____

2. Los meses del verano son:

_____

_____

_____

3. Los meses del otoño son:

_____

_____

_____

4. Los meses del invierno son:

_____

_____

_____

Exercise 3 (cont.)

E. Change the verb form according to the pronouns used.

Yo llevo a mi novia al parque.

nosotros	_____	ellas	_____
ustedes	_____	tú	_____
él	_____	usted	_____

EXERCISE 4

Las matemáticas

Read and solve each problem carefully. Write the answer in Spanish. Yes, you can!

1. 2 X 2 = _____
2. 4 X 2 = _____
3. 3 X 1 = _____
4. 5 X 3 = _____
5. 10 X 4 = _____
6. 7 X 3 = _____
7. 6 X 3 = _____
8. 11 X 1 = _____
9. 12 X 2 = _____
10. 8 X 3 = _____
11. 10 - 2 = _____
12. 30 - 3 = _____
13. 8 - 4 = _____
14. 16 - 4 = _____
15. 18 - 9 = _____
16. 24 - 6 = _____
17. 32 - 2 = _____
18. 44 - 4 = _____
19. 20 - 5 = _____
20. 12 - 3 = _____

21. 4 - 2 = _____
22. 3 - 4 = _____
23. 10 - 2 = _____
24. 5 - 9 = _____
25. 12 - 4 = _____
26. 8 - 3 = _____
27. 9 - 4 = _____
28. 23 - 4 = _____
29. 19 - 2 = _____
30. 33 - 2 = _____

EVALUATION

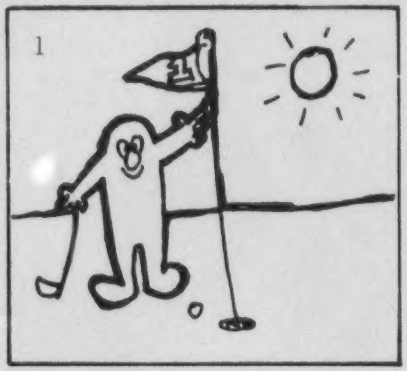
Las estaciones del año

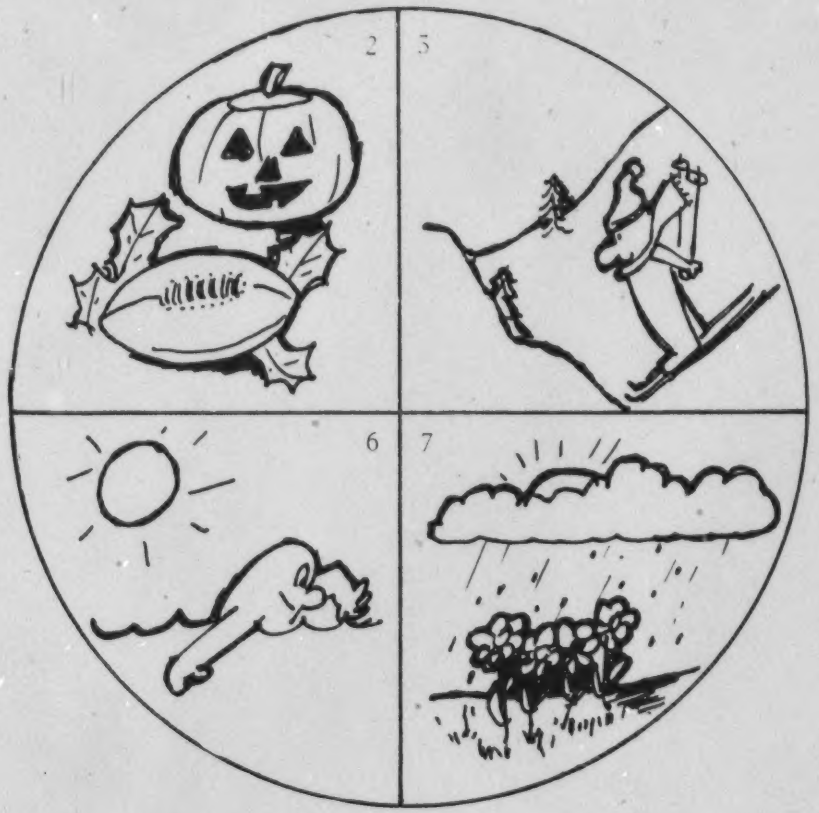
Write the name of the season in Spanish that best describes each picture on the following page.

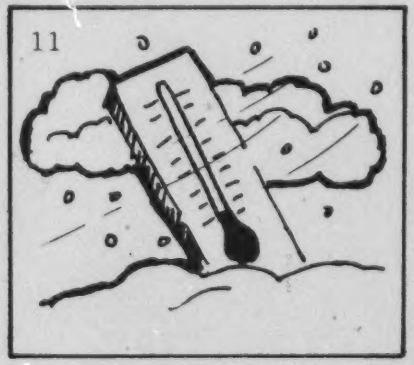
otoño	verano
primavera	invierno

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____

LAS ESTACIONES DEL AÑO







EL MEJICANO Y SU MAIZ

Notes to the Teacher The purpose of this lesson is to bring cultural awareness to all students. Helping students realize how Mexicans, Mexican Americans, Blacks, and Anglos have been stereotyped erases erroneous facts and encourages respect for one another.

The students are not forced to memorize every word, but are asked only to identify the meaning of each word and its relation to the Mexican and Mexican American culture.

You can make this lesson enjoyable by encouraging discussions, having field trips and tasting experiences, and involving parents if possible. Be sure to consult your principal before planning field trips or tasting experiences.

Accept all answers, and always encourage the students by expressing positive attitudes. Explain the vocabulary as you teach the lesson. Do not introduce the words in the vocabulary section before the lesson.

Concepts

- To help the students become aware of one Mexican cultural aspect--*el maíz y sus derivados*
- To question some of the ideas which the students have been exposed to and are now being re-evaluated
- To discuss *maíz* as the most important dietary food of the Mexican American
- To help the students learn in Spanish some parts of the body to facilitate identification of physical traits

Objectives At the end of this lesson, each student will be able to:

1. Complete a crossword puzzle *"Cultura."*
2. Explain in his own words in English some information learned in this lesson about *el maíz* and how it relates to the Mexican American.

Objectives (cont.)

3. Identify orally 3 pictures of outstanding Mexican Americans, Blacks, and Anglos.

4. Identify orally in Spanish 8 out of 13 body parts by naming missing parts in pictures of the body.

Vocabulary

Quetzalcóatl
la masa harina
la tortillera
el comal
la nariz
los ojos
bajar
la boca
las orejas
los pies
la cabeza
el cabello
los brazos
alzar
las manos
los dedos
las piernas
el cuello
la rodilla
tapar
el derecho
el izquierdo

Materials

List	Directions
Drawings or flannel cutouts: *tortilla, tamales, tostadas, enchiladas,* cornbread, corn on the cob, etc.	These drawings or cutouts will be used to study the cultural aspects of *el maíz,* Activity 2.
Masa harina, tortillera, comal, hot plate, plastic wrap or waxed paper	Make *tortillas* in Activity 3.
Drawings or flannel cutouts: *nariz, ojos, boca, orejas, cabeza, cabello, brazos, manos, dedos, piernas, pies, cuello, rodilla*	Use these pictures for identifying parts of the body in Spanish, Activity 6.
Paper faces with different colors of hair and eyes	Use these faces in Activity 7.
Magazine pictures of famous Mexican Americans, Blacks, and Anglos	Make bulletin board in Activity 9. The students may bring pictures from home. You may want to assign this outside activity in advance.
Worksheets: Exercise 1 (p. 67) Evaluation (pp. 68-69)	Have copies available for the students.

Materials (cont.)

List	Directions
Transparencies or pictures: several bodies, each having one or more missing parts.	These materials will be used in the Evaluation at the end of the lesson.
Language Master cards, one for each part of the body; Language Master equipment	The Language Master cards will be used in the Optional Activities.

Activities

1. Mexico's "Corn Legend":

   T: I am going to tell you Mexico's "Corn Legend." When the gods decided to bring man into the world, they felt they should not do so until they had prepared food for him to eat; otherwise man would starve. The gods wanted to be sure man could stay here for ever and ever. So the great god Quetzalcóatl decided to take on the task. He transformed himself into an ant and stole a precious kernel of corn. The grain it produced was excellent. The gods then agreed that corn would truly nourish human beings. And so the first man was created, and man has been nourished by corn ever since. Now, when people say the crusty white roll will eventually replace the corn *tortilla*, the Mexican people say that will be the end of the world.

2. Encourage discussion by asking the students questions such as:

   T: How many of you eat corn?

   What can you make from corn? (show pictures: *tortillas*, cornbread, *tamales*, *tostadas*, *enchiladas*, corn on the cob, etc.)

   How many of you know how to make *tortillas?*

3. Demonstrate making *tortillas* with *masa harina*.

   T: Nowadays Mexican Americans and even some Mexicans buy *tortillas* already made or *masa harina* (show the package) at the store. All you do is add water and mix it. You also need a *tortillera*. It can be

Activities (cont.)

found at a hardware store or any local grocery store. After mixing the *masa harina*, you make some balls, put some plastic wrap or waxed paper in the *tortillera*, put the masa balls in one at a time, press hard, and you will have round *tortillas*. While you are making the *tortillas*, let the *comal* warm for three minutes. Then cook the *tortillas*.

4. Plan a field trip to a tortilla factory, or encourage the students to visit one on their own.

5. Parent Involvement: if possible, invite some parents to bring *tostadas*, *frijoles*, *lechuga*, and *tomate*. Have a free tasting experience for fifteen minutes.

6. Ask the class:

   T: How can you distinguish a Mexican American from a Black or from an Anglo?

   Have the students discuss this question in English first. Then introduce the parts of the body in Spanish with pictures or flannel cutouts.

la nariz	*los brazos*
los ojos	*las manos*
la boca	*los dedos*
las orejas	*las piernas*
la cabeza	*los pies*
el cabello	*el cuello*
la rodilla	

7. Make several faces with different colors of hair and eyes. Have the students identify the colors. For example:

   S: *Los ojos son azules.*
   Los ojos son negros.
   El cabello es café.

8. Explain that Mexican Americans not only have *cabello y ojos negros o cafés*, but also have *cabello guero (rubio)*, *ojos verdes*, and *ojos azules*. The same thing is true of Blacks.

Activities (cont.)

9. Make a bulletin board using magazine pictures of outstanding Mexican Americans (Vicki Carr, Raquel Welch, Anthony Quinn, César Romero, Ricardo Montalbán, César Chávez, Lee Treviño, Trini López, etc.), Blacks, and Anglos. Have the students discuss the bulletin board.

10. Let the student work Exercise 1.

11. Play the game *"Simón dice."* Before beginning, explain the following phrases:

Pongan las manos arriba.
Pongan las manos abajo.
Cierren la boca.
Abran ojos.
Alcen el los pie izquierdo.

Here are some sample commands:

Pongan las manos sobre las piernas.
Pongan la mano derecha en el brazo izquierdo.
Pongan la mano izquierdo en la oreja derecha.
Abran los ojos.
Cierren la boca.
Alcen el pie derecho.
Bajen el pie derecho.
Tápense los ojos con las manos.
Abran la boca.
Pónganse las manos en la cabeza.

Have the students take turns giving the instructions after they have become familiar with them.

Evaluation

1. Let the students work the crossword puzzle *"Cultura."*

2. Have each student tell something about *el maíz* in his own words.

3. Ask each student to identify at least 3 pictures of outstanding people and what they do. Let him identify people from ethnic groups different from his own.

4. Have each student identify orally in Spanish 8 out of 13 body parts by naming missing parts in pictures. Each picture will have one or more missing members with the names written on the back.

Optional Activities For slow learners, prepare a listening center in a corner. Have several complete sentences taped on Language Master cards, at least one sentence for each part of the body. Let the students sit in this center and learn at their own pace. They should stay at this center for at least ten minutes.

EXERCISE 1

Las partes del cuerpo

Match the following words with the picture below by drawing a line to the part of the body that corresponds with each word.

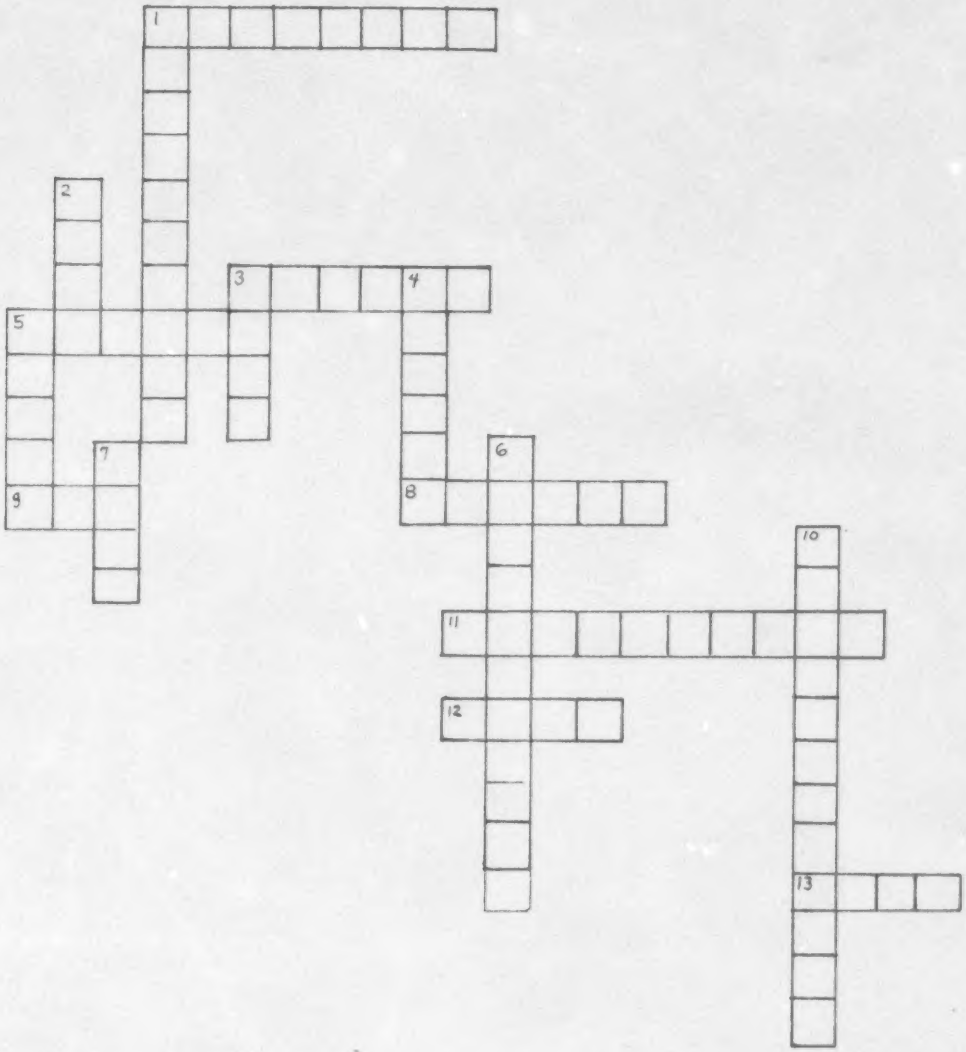
la boca	los ojos
la cabeza	la mano
la nariz	las orejas
los brazos	la pierna
el pie	la rodilla

EVALUATION

Crucigrama: Cultura

Select the correct words to complete the puzzle from this list. The clues are on the next page.

tortilla	comal	cuello	César Chávez
maíz	boca	dedo	Carr
ojos	México	Lee	Quetzalcóatl
orejas	cabeza	Trini López	
tortillera			



HORIZONTAL

1. A flat pancake-like food made of corn.
3. The country where the corn legend originated.
5. The upper part of the body that contains the brain.
8. The hearing organs.
9. The first name of an outstanding Mexican American golfer.
11. The famous Mexican American singer from Dallas.
12. The last name of a famous Mexican American female singer.
13. Organs we need in order to see.

VERTICAL

1. The utensil which flattens *tortillas*.
2. Part of the body used when talking.
3. Used to make *masa harina*.
4. Where necklaces are worn.
5. Utensil used for cooking *tortillas*.
6. The Mexican American who became the Farm Labor Union organizer.
7. One of the five members of the hand.
10. The god who took on the task of finding food so man could exist.

EL CALENDARIO AZTECA

Notes to the Teacher To make this lesson enjoyable, prepare bulletin boards with cultural themes such as *"El calendario azteca," "El cumpleaños,"* etc. Provide a pleasant classroom atmosphere, and the concepts to be learned can be introduced more easily.

Concepts To help the student

- Relate personal data about himself and others
- Tell dates in Spanish
- Become aware of the Aztec Calendar
- Understand the celebration of birthdays in Mexico

Objectives At the conclusion of this lesson, the student will:

1. Answer orally at least 5 questions referring to name, age, telephone number, city, state, and neighborhood.
2. Identify in Spanish 10 out of 15 dates on a matching test.
3. Compose a short essay (one page) using contemporary books about the Aztec Calendar or about the ways birthdays are celebrated in Mexico.

Vocabulary

la edad	*¿dónde?*	*el conjunto*
el nombre	*¿cómo?*	*la fecha*
el teléfono	*el dueto*	*hoy*
la ciudad	*¿cuántos?*	*los mariachis*
el trío	*la dirección*	*el cumpleaños*
el estado	*el azteca*	*la serenata*
el barrio	*el calendario*	

Materials

List	Directions
Transparency showing the school, neighborhood, and children's homes	Use this transparency in Activity 3.
Calendar of the current month	Make a bulletin board in Activity 4.
Picture of the Aztec Calendar	Show this picture to the students in Activity 5.
Date flash cards	Use for drill in Activity 6.
Drawings of Mexican and Mexican American families celebrating birthdays	Use these pictures in Activity 8.
Worksheets: Exercises 1 and 2 (pp. 77-79) Evaluation (p. 80)	Have copies available for the students.
Record player, Mexican and Mexican American records	Use the records and books as Optional Activities.
Chicano and Mexican books	

Activities

1. Have each student answer orally questions such as:

*Nombre--¿Cómo te llamas? Yo me llamo*_____.

Teléfono--¿Cuál es tu número de teléfono? Mi número de teléfono es _____.

*Ciudad y estado--¿Cómo se llama tu ciudad? ¿estado? Soy de*_____.

*Localidad--¿Dónde vives en el barrio? Vivo en Fort Worth o vivo cerca de la panadería*_____.

Activities (cont.)

2. Have the students answer orally the following questions about friends and relatives:

   ¿Cómo se llama tu amigo?
   ¿Cuántos años tiene tu amigo?
   ¿Cuál es el número de teléfono de tu escuela?
   ¿Cómo se llama tu ciudad y estado?
   ¿Dónde vives en el barrio?

3. Show the transparency of the *barrio*. Label each *tienda, panadería, tortillería, escuela,* etc. Each house can be labeled *La casa de* _____.

   Use the words *dirección, ciudad,* and *estado.*

4. Dates: Make a bulletin board with a calendar for the current month. Review the numbers. Each day have a student call out the date when asked:

   T: *¿Qué fecha es hoy?*
   S: *Hoy es el 3 de marzo de 1974.*

5. Cultural Aspects: Use the information on the Aztec calendar found in *The World Book Encyclopedia.*

   T: One of the oldest calendars in America is the very famous sculpture, the Aztec Calendar. The Aztecs belonged to an American Indian race who lived in the villages of Mexico. Their main city was Tenochtitlán, now known as Mexico City. It is in this city, in the National Museum of Anthropology, that the original Aztec Calendar is located. This calendar is a huge stone that measures twelve feet in diameter, and weighs about twenty-six tons. (Show a picture of the stone calendar.) The image of the sun god is at its center. (Point to it.) The stone shows the days of the Aztec week and the Aztec versions of world history, holidays, myths, and prophecy. The stone is shaped round like a ring with twenty symbols. They represent the days of the month in the eighteen-month Aztec year.

6. Make several flash cards of different dates in Spanish to use in a "rapid-fire drill." The students are to call out the dates in English.

Activities (cont.)

7. Discuss in English how the students celebrate their birthdays. Explain that birthday in Spanish is *cumpleaños*. Sample sentences:

Mi cumpleaños es el 7 de enero.
Mi hermano cumple 19 años el 13 de marzo.

8. Compare some of the social customs for celebrating birthdays among Mexicans and Mexican Americans. Use the drawings during the discussion.

	Mexicans	Mexican Americans
a.	There is the traditional family reunion.	a. Same
b.	Food - *chocolate*, *tamales*, *mole*, rice, beans, chile, *carne asada*, and *pastel*.	b. Sometimes they celebrate with the same kind of food, or they may have fried chicken, potato salad, chicken salad sandwiches, tea, etc.
c.	If a child has a birthday, he may have a *piñata*, *dulces*, *pastel*, and *chocolate*.	c. Same - They may omit the *piñata* since they are expensive.
d.	If a young lady has a birthday, she is sometimes serenaded by her boyfriend, with *mariachis*, *trîos*, *duetos*, or *conjuntos*. She is then taken out to dance after the family reunion.	d. No *serenata*. She may be taken out to eat or to dance or both.
e.	Sometimes they have *fiestas* and invite friends. They eat, joke, and dance *cumbias*, *polkas*, *boleros*, etc. These parties usually last late into the night.	e. Same.

Activities (cont.)

9. Have the students compare the information gathered in Activities 7 and 8.

10. Have each student tell the class *la fecha de su cumpleanos.*

11. Have the students work Exercises 1 and 2.

Evaluation

1. Ask each student the following questions orally:

¿Cómo te llamas?
¿Cuántos años tienes?
¿Cuál es tu número de teléfono?
¿Cómo se llama tu ciudad?
¿Cómo se llama tu estado?
¿Dónde vives en el barrio?
¿Cómo se llama tu amigo?
¿Cuál es tu dirección?

He should answer 5 questions correctly.

2. Have each student complete the Evaluation worksheet. He is to match at least 10 dates correctly.

3. Have each student write a short essay (one page long at least) using contemporary library books about ways birthdays are celebrated in Mexico or about the Aztec Calendar. After they all have finished, the students are to read the essays and discuss what they have learned from them.

Optional Activities

1. Bring Mexican and Mexican American records, and play them for the students. Be sure you identify the type of music played.

2. Arrange a book display on a table. Include Chicano books and Mexican books, in English and Spanish. Be sure the information is up to date. Avoid stereotyping the Mexican or Mexican American cultures.

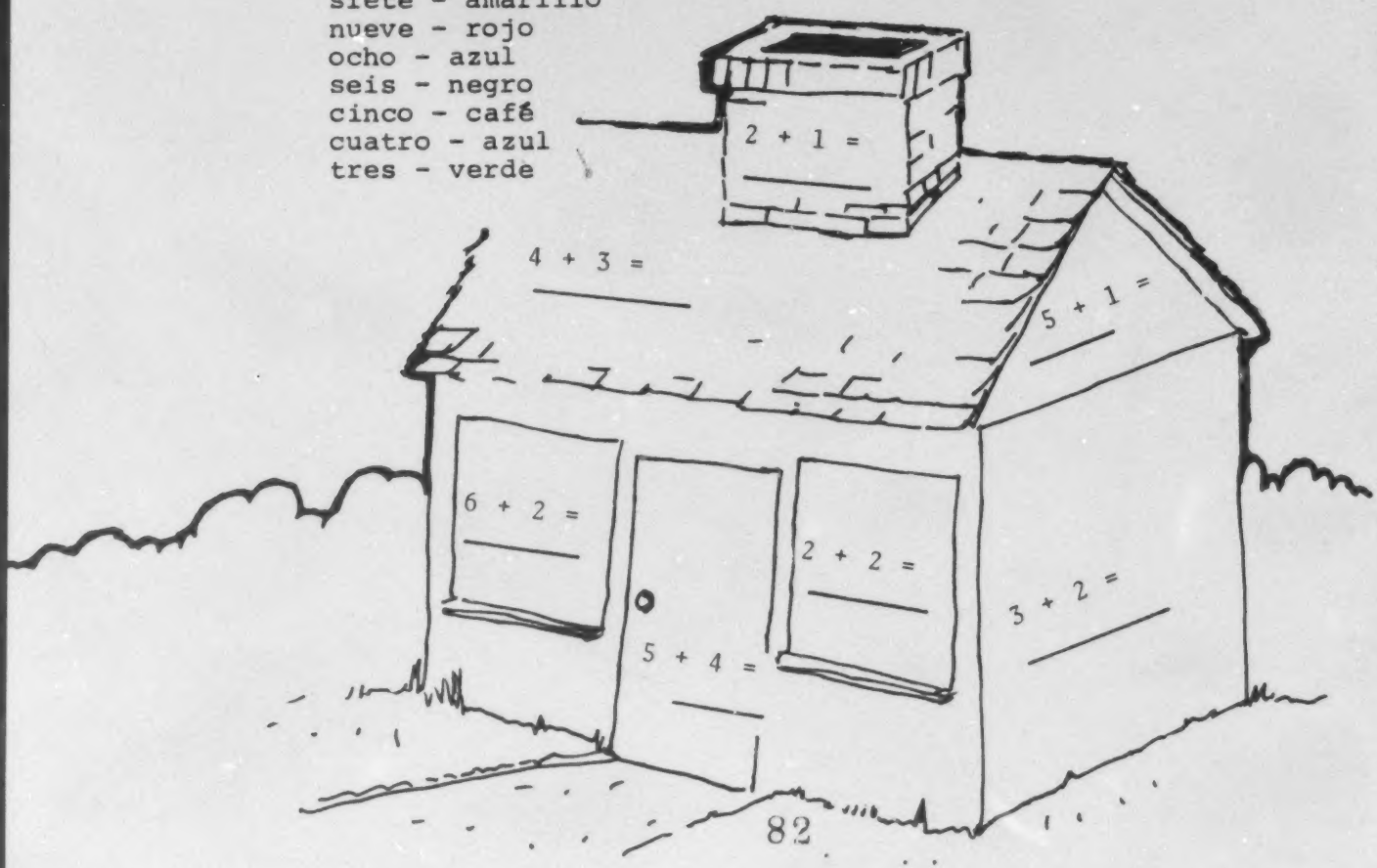
EXERCISE 1

A. Write in Spanish the sums in the column on the right.

	Add 5	Total
tres	+ 5	_____
siete	+ 5	_____
uno	+ 5	_____
nueve	+ 5	_____
seis	+ 5	_____
doce	+ 5	_____
quince	+ 5	_____
dos	+ 5	_____
cuatro	+ 5	_____
cinco	+ 5	_____

B. Write in Spanish the color for each part of the house according to the total.

siete - amarillo
nueve - rojo
ocho - azul
seis - negro
cinco - café
cuatro - azul
tres - verde



Exercise 1 (cont.)

C. Divide:

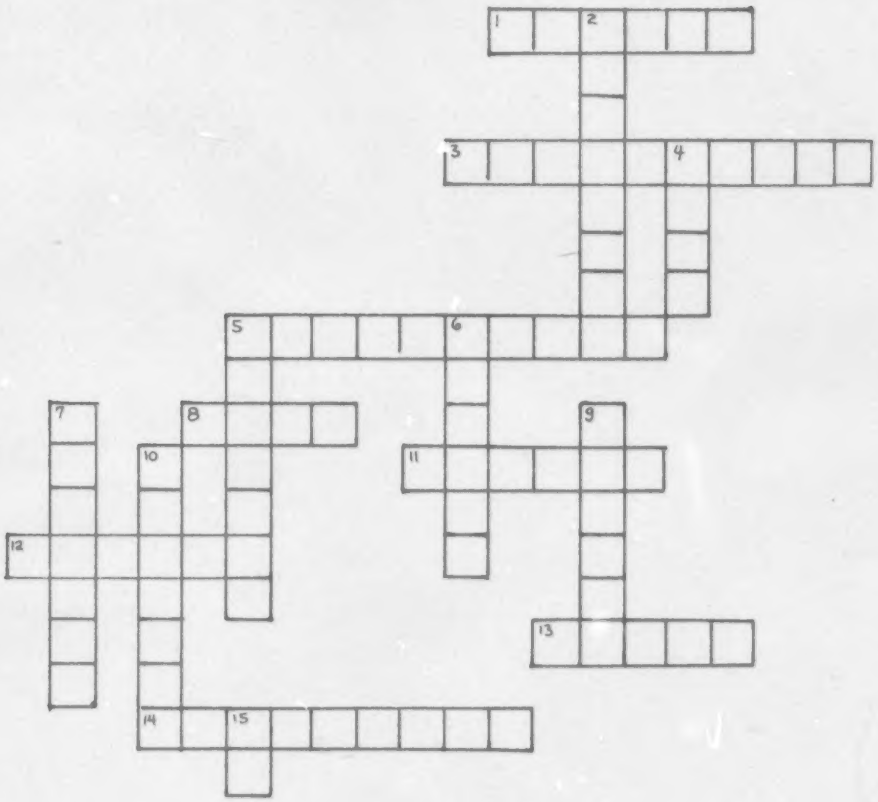
Example:
cuatro $\overline{)12}^{3}$

1.	dos $\overline{)14}$	11.	once $\overline{)55}$	21.	cuatro $\overline{)64}$
2.	seis $\overline{)24}$	12.	siete $\overline{)49}$	22.	dos $\overline{)28}$
3.	nueve $\overline{)27}$	13.	ocho $\overline{)72}$	23.	tres $\overline{)30}$
4.	ocho $\overline{)32}$	14.	seis $\overline{)42}$	24.	once $\overline{)66}$
5.	diez $\overline{)60}$	15.	dos $\overline{)35}$	25.	doce $\overline{)48}$
6.	cinco $\overline{)10}$	16.	nueve $\overline{)36}$	26.	diez $\overline{)88}$
7.	cuatro $\overline{)16}$	17.	dos $\overline{)18}$	27.	diez $\overline{)20}$
8.	cinco $\overline{)40}$	18.	cinco $\overline{)45}$	28.	dos $\overline{)16}$
9.	seis $\overline{)54}$	19.	siete $\overline{)70}$	29.	cuatro $\overline{)8}$
10.	cuatro $\overline{)40}$	20.	nueve $\overline{)36}$	30.	cinco $\overline{)60}$

EXERCISE 2

Crucigrama

Translate the words listed below, and write the Spanish words in the correct squares of the puzzle.



Horizontal

1. Aztec
3. calendar
5. birthday
8. house
11. neighborhood
12. number
13. March
14. American (masculine)

Vertical

2. telephone
4. day
5. how many
6. state
7. school
9. fiesta
10. America
15. he, she, it

EVALUATION

Las fechas

Match the English dates with the Spanish dates.

May 5	19 de enero
July 5	12 de octubre
December 25	6 de mayo
April 12	25 de febrero
January 19	6 de julio
August 12	5 de mayo
June 6	5 de julio
May 6	25 de diciembre
September 25	12 de abril
February 25	19 de noviembre
July 6	19 de abril
March 5	25 de septiembre
October 12	12 de agosto
April 19	6 de junio
November 19	5 de marzo

MI ENFERMEDAD

Notes to the Teacher The central idea of this lesson is to help the students communicate in Spanish about illness. This introduction can aid them when playing with Spanish-speaking classmates, and even while traveling in the border towns or in Mexico.

Concepts To review parts of the body and help the students converse about health and illness in Spanish.

Objectives At the completion of this lesson, each student will:

1. Identify in writing 6 out of 8 parts of the body.
2. Demonstrate orally his ability to converse about illness in Spanish by answering 3 out of 5 questions.

Vocabulary

el, la enfermo(a)	*el herido(a)*
el catarro	*la fiebre*
el médico	*las medicinas*
serio	*la inyección*
duele	*la enfermera*
lastimaste	*tomando*

Materials

List	Directions
Transparency of the human body with the parts labeled in Spanish	Show the transparency in Activity 1.
Materials for making a scrap book about health	See Activity 4.
Worksheets: Evaluation (p. 85)	Have copies available for the students.

Materials (cont.)

List	Directions
English and Spanish books on health	Make a book display for an Optional Activity.

Activities

1. Show the transparency of the body parts labeled in Spanish. Have each student pronounce them correctly.

2. Dictate different body parts in one language, and have the students write them in the other.

3. Have each student make a chart of the human body. He is to label the parts of the body in Spanish.

4. Have the students make a class scrapbook about health using magazine pictures. They are to write a caption of at least two sentences about each picture and design a cover for the project.

5. Ask the students the following questions about their health.

T: *¿Qué te pasa?*
S: *Estoy enfermo (malo).*

T: *¿Te sientes mal?*
S: *Sí, me siento mal.*

T: *¿Estás mejor?*
S: *Sí, estoy mejor.*

T: *¿Tienes catarro?*
S: *No, no tengo catarro.*

T: *¿Viste al médico?*
S: *Sí, vi al médico.*

T: *¿Qué te dijo el médico?*
S: *El médico me dijo que estaba muy enfermo (malo).*

T: *¿Es algo serio?*
S: *No, no es algo serio.*

T: *¿Qué te duele?*
S: *Me duele la cabeza.*

Activities (cont.)

T: *¿Estás enferma (enfermo)?*
S: *Sí, estoy enferma.*

T: *¿Te duelen mucho los ojos?*
S: *No, los ojos no me duelen mucho.*

T: *¿Qué te lastimaste?*
S: *Me lastimé el pie.*

T: *¿Estás herido (herida)?*
S: *Sí, estoy herido.*

T: *¿Tienes fiebre?*
S: *No, no tengo fiebre.*

T: *Bueno, y ¿estás tomando medicinas?*
S: *Sí, si estoy tomando medicinas.*

T: *¿Te pusieron una inyección?*
S: *Sí, me pusieron una inyección.*

T: *¿Te dolió la inyección?*
S: *Sí, me dolió la inyección.*

T: *¿Vas a ir a ver a la enfermera mañana?*

6. Have individual students take the role of teacher and ask the questions in Activity 5.

7. Have each student compose and memorize a short original speech. Let him assume the role of a doctor or nurse telling a patient about his illness.

8. Game: "Charades." Each student acts out how he injured a certain part of his body or contracted some illness. The other students guess the injury or illness.

9. Discuss the Spanish proverb: *Al enfermo que se cuida hasta el agua le es medicina* (He who takes care of himself needs no medicine).

Evaluation

1. Have each student complete the Evaluation worksheet. He should answer 6 of the questions correctly.

Evaluation (cont.)

2. Ask each student 5 questions from Activity 5. He is to answer at least 3 correctly.

Optional Activities Have several books about health in English and Spanish on display. If possible, include books that deal with *enfermedades*, *doctores*, and *enfermeras*.

EVALUATION

Las partes del cuerpo

In each of the following drawings something is missing. What is it? Circle the missing part of the body. You can do it!

1.

boca

nariz

ojo

2.

orejas

ojos

boca

3.

nariz

boca

orejas

4.

nariz

boca

ojos

5.

ojos

boca

orejas

6.

piernas

cabeza

brazos

7.

cabeza

piernas

brazos

8.

brazo

cabeza

pierna

LAS HORAS EN MEXICO

Notes to the Teacher Since some students are not aware of the factual reason for the Mexican *siesta*, they may tend to form an erroneous concept. Once the correct information is presented to them, then it is up to the students to form their own opinions based on what they have learned.

Concepts
- To review telling time
- To help the students understand why meals are served at different hours in our neighbor country Mexico
- To have the students tell time in Spanish by describing their daily routines
- To let the students practice Spanish by reading a dialogue

Objectives At the conclusion of this lesson, each student will be able to:

1. Respond correctly when asked the time in a dialogue.
2. Answer correctly 7 out of 10 true-false questions about time in Mexico.
3. Describe orally his daily routine.
4. Describe orally the sequence of events in this lesson's dialogue.

Vocabulary

el almuerzo	*el horario*	*llegar*
la comida	*sales*	*duele*
la cena	*comes*	*quieres*
los camiones	*te acuestas*	*pasamos*
el teléfono	*invitar*	*hablar*
la hora	*a ver*	*comas*

Materials

List	Directions
Cardboard clock with movable hands	This will be used in Activity 1 and the Evaluation.
Copies of this lesson's dialogue (p. 91)	Have copies available for the students.
Pictures representing the events in the dialogue	
Worksheets: Evaluation (p. 92)	Have copies available for the students.
Books in English and Spanish about time	Make a book display for Optional Activity 1.

Activities

1. To review telling time, use the cardboard clock with large movable hands, and have the students identify different times you have set.

2. Culture: Explain the hours for meals in Mexico and why the Mexicans have these hours.

   T: In Mexico the working hours are different from here. People usually work from *9:00 de la mañana hasta* (until) *las 12:00 del mediodía*. It is their custom to go home for lunch. Let's not forget that most of the people travel by *camiones* or buses (city buses) and not by car. When *el camión* arrives, there may not be space for the person to ride; he has to wait for the next one. By the time the person arrives at his destination, he has spent thirty to forty-five minutes going one way only. Therefore, some employers let their workers have two hours for lunch.

   In conclusion, these are only some of the main reasons why Mexican people take two *horas* for lunch: because of necessity and not for *siesta*.

3. Draw a chart and help the students recognize that the hours for meals in Mexico are only slightly different from ours. Here is a sample chart:

Activities (cont.)

	Mexico	Fort Worth
almuerzo	8:00 - 9:00	7:00 - 8:00
comida	12:00 - 2:00	12:00 - 1:00
cena	8:00 - 10:00	5:00 - 6:00

Have the students identify the times in Spanish.

4. Have each student design an *horario* illustrating his daily schedule, listing the hours of the day, destinations, etc. At the end of this exercise, each student will read to the class his *horario*. Remind the students to use words already learned in previous lessons, such as *panadería, tienda, restaurante,* etc.

5. Ask the students questions, and let them practice describing their daily routines in simple Spanish sentences such as:

¿A qué hora sales de tu casa?
¿A qué hora sales de la escuela en la tarde?
¿A qué hora comes?
¿A qué hora te acuestas?
¿A qué hora llegas a la escuela?
¿A qué hora llega el camión?

Make it a custom to ask a few students one or two of these questions every day.

6. Have different students represent the characters in this lesson's dialogue. It is a telephone conversation.

7. Ask the following questions about the dialogue:

¿Quién está enferma?
¿Qué le duele a la mamá de Luisa?
¿Cuántas amigas son?
¿A quién van a ver?
¿A qué hora van a ir a ver al doctor?
¿Cómo se llama la hija de la señora enferma?
¿Cuál es el número de teléfono de Carmela?

8. Let the students arrange the dialogue pictures in sequence.

9. Encourage the students to discuss the dialogue: was it too difficult, was it hard to understand, was it very easy, etc.

Evaluation

1. Ask each student the time. Use the cardboard clock, and place it where all students can see it.

   Sample:

   T: *(Enseñándole un reloj de cartón) Carlos, ¿qué hora es?*
   S: *Es la una.*

   T: *Muy bien. Dolores, ¿qué hora es?*
   S: *Son las tres.*

   T: *Perfecto. Ana, ¿qué hora es?*
   S: *Son las seis.*

   T: *Pero que inteligentes son ustedes. Nora, ¿qué hora es?*

   Follow this technique with everyone in the class. Be sure to make positive remarks for reinforcement.

2. Let each student work the true-false test for this lesson. He should answer at least 7 questions correctly.

3. Have the students describe orally their daily routines.

4. Have the students describe the dialogue and arrange the cards in sequence.

Optional Activities

1. Display several books about telling time in English and Spanish. Provide enough time so that each student can select one and read it.

2. If your state borders Mexico, have the students locate five border towns on a map.

DIALOGO

Luisa: Hola Marta ¿cómo estás?

Marta: Muy bien gracias, ¿y tú?

Luisa: Bien, mamá es la que está enferma. Le duele la cabeza y las piernas. Va a ir a ver al doctor Cantú después de la comida.

Marta: ¡Oh! lo siento mucho. ¿Quieres que vaya contigo?

Luisa: Sí, sí quiero que vayas conmigo.

Marta: Bueno, voy a invitar a Carmela ¿sí? Pero, ¿a que hora vas a ir a ver al doctor?

Luisa: Claro, invita a Carmela. Voy a ir a ver al doctor a las 2:45 p.m. Bueno, entonces después te llamo para saber si Carmela va o no va a ir. Adiós.

(Marta then dials 336-7636. Ring, ring, ring!)

Carmela: ¿Bueno? ¿Con quién hablo?

Marta: ¡Hola Carmela! Te llamo para invitarte a ver al doctor. Luisa me llamó por teléfono. Va a llevar a su mamá, y no quiere ir sola. Qué dices, ¿vas?

Carmela: Claro, sí voy. Solamente que ahorita estoy en la comida. ¿A qué hora van a ir?

Marta: Vamos como a las 2:45 (p.m.) así es que pasamos por tí a las 2:15. Adiós, ya no comas mucho! Nos vemos más tarde.

EVALUATION

México y las horas

Write T if the statement is true, F if the statement is false.

_____ 1. In Mexico the working hours are the same as in our town.

_____ 2. During lunchtime people in Mexico often travel by taxis.

_____ 3. *Camiones* are trains.

_____ 4. *Almuerzo* means lunch.

_____ 5. *Mediodía* means noon.

_____ 6. *Tarde* means afternoon.

_____ 7. Lunchtime in Mexico is from 12:00 to 2:00 p.m.

_____ 8. People in Mexico usually eat dinner at 5:00 p.m.

_____ 9. *Cena* means supper.

_____ 10. *Horario* is a daily schedule or routine.

MI ROPA Y MIS ZAPATOS

Notes to the Teacher Don't have the students memorize the vocabulary list word for word. It is enough for now that they are aware of these Spanish words. Perhaps later, at their own pace, they can recognize and use the words.

Concept To identify several articles of clothing and to review colors.

Objectives The student will match 7 out of 10 clothing drawings with the correct Spanish words.

Vocabulary

la blusa	*el chaleco*	*haciendo*
la falda	*donde*	*ir*
el vestido	*la corbata*	*poner*
el abrigo	*los calcetines*	*comprar*
las medias	*el tendedero*	*lavo*
el pantalón	*el traje*	*manera*
la ropa	*oye*	*plancho*
los zapatos	*conoces*	*seco*
el suéter	*dámelo*	*coso*
la camisa	*el terciopelo*	*corto*
la chaqueta	*ahí*	*la tienda*
el saco	*viene*	

Materials

List	Directions
Drawings or magazine pictures: red blouse, white skirt, black dress, yellow coat, gray stockings, green pants (girl's), blue shoes (girl's), black vest (girl's), red sweater, white shirt, blue pants (boy's), green jacket, red coat, black vest (boy's), brown tie, blue socks, white shoes (boy's), gray suit (boy's)	These pictures are used to identify articles of clothing. Paste them on cardboard.

Materials (cont.)

List	Directions
Magazines, newspapers, etc.; scissors; art supplies	The students make a bulletin board in Activity 4.
Copies of this lesson's dialogue (p. 99)	Have copies available for the students.
Worksheets: Evaluation (p. 100)	Have copies available for the students.

Activities

1. Have the pupils repeat after you as you identify each article of clothing. Show the matching picture as you introduce each word.

La ropa de las muchachas (jóvenes)	*La ropa de los muchachos (jóvenes)*
1. *La blusa es roja.*	1. *La camisa es blanca.*
2. *La falda es blanca.*	2. *El pantalón es azul.*
3. *El vestido es negro.*	3. *La chaqueta es verde.*
4. *El abrigo es amarillo.*	4. *El saco es rojo.*
5. *Las medias son grises.*	5. *El chaleco es negro.*
6. *El pantalón es verde.*	6. *La corbata es cafe.*
7. *Los zapatos son azules.*	7. *Los calcetines son azules.*
8. *El chaleco es negro.*	8. *Los zapatos son blancos.*
9. *El suéter es rojo.*	9. *El traje es gris.*

2. *Conversacion:* Show the pictures when appropriate.

T: *Sylvia, ¿de qué color es el vestido de la muchacha?*
S: *El vestido de la muchacha es negro.*

T: *Muy bien. Irma, ¿de qué color es la falda de* (substitute a classmate's name) _____?
S: *La falda de* _____ *es roja.*

Activities (cont.)

T: *Dora, ¿de quién es la camisa azul?*
S: *La camisa azul es de Roberto.*

T: *Roberto, ¿de qué color es el traje del muchacho?*
S: *El traje del muchacho es gris.*

T: *Muy bien, ¿de qué color es la blusa de la muchacha? Jose*
S: *La blusa de la muchacha es roja.*

T: *Muy bien, ¿qué es esto? Martin*
S: *Es una blusa.*

T: *Perfecto. Elena, ¿de qué color son los zapatos de Oscar?*
S: *Los zapatos de Oscar son negros.*

T: *Muy bien, ¿quién está usando chaleco hoy? Beatriz*
S: *Daniel usa chaleco hoy.*

T: *Antonio, ¿de qué color es el chaleco de Daniel?*
S: *El chaleco de Daniel es morado.*

Review this dialogue every day by asking two or three students the colors of their clothing.

3. Have the students name the correct definite articles as you name the words:

T: *Blusa*
S: *La blusa*

T: *Abrigo*
S: *El abrigo*

T: *Chaleco*
S: *El chaleco*

T: *Chaqueta*
S: *La chaqueta*

T: *Corbata*
S: *La corbata*

T: *Saco*
S: *El saco*

Activities (cont.)

4. Using pictures from magazines, newspapers, books, etc., the students construct a bulletin board *"El tendedero/*The Clothesline" by pasting pictures to the *lazo* and labeling each picture in Spanish.

el vestido el pantalón la blusa la camisa

5. Show the clothing cards one at a time. Call on individual students to name them. Shuffle and present them again. Have the group name each item in unison. Place the cards on the chalk ledge, and tell the students to find and identify the following articles of clothing:

T: All the things worn on our feet.
S: *Los zapatos y los calcetines.*

T: All the clothes for cold, rainy days.
S: *El abrigo, el suéter, la chaqueta, etc.*

T: Clothes that you pull over your head.
S: *El suéter y el vestido.*

T: Clothes that have buttons.
S: *El vestido, el abrigo, la camisa, el pantalón.*

6. Distribute the clothing cards among the students. Sing "*¿Dónde esta?*" to the tune of "Brother John."

T: *¿Dónde está el vestido?*
¿Dónde está el vestido?

S: *Aquí está.*
Aquí está.

(The student raises his card and identifies the item in a complete sentence.)

S: *Este es un vestido.*

Activities (cont.)

T: *Dámelo a mí,*
Dámelo a mí,

(The student then hands the card to you.)

T: *Muchas gracias,*
Muchas gracias.

Continue this activity until every student has had a turn.

7. Have each student describe the clothing of a classmate.

8. Sing and pantomime *"La ropa"* to the tune of "Here We Go Round the Mulberry Bush." Use the picture cards.

De esta manera lavo la ropa,
lavo la ropa,
lavo la ropa.
De esta manera lavo la ropa
el lunes por la tarde.

De esta manera plancho el vestido,
plancho el vestido,
planco el vestido.
De esta manera plancho el vestido
el martes por la tarde

De esta manera seco la camisa,
seco la camisa,
seco la camisa.
De esta manera seco la camisa
el miércoles por la tarde

De esta manera coso el pantalón,
coso el pantalón,
coso el pantalón.
De esta manera coso el pantalón
el jueves por la tarde.

De esta manera corto la blusa,
corto la blusa,
corto la blusa.
De esta manera corto la blusa
el viernes por la tarde.

You may substitute other articles of clothing, and have the students sing along.

Activities (cont.)

9. Give a copy of the dialogue to each student. Go over it with the group.

10. Ask the following questions about the dialogue:

¿Quién es Sylvia?
¿Cuántos años tiene Sylvia?
¿Quién habla de Sylvia?
¿Son dos muchachos Anita y Jean?
¿A dónde van a ir las tres muchachas?
¿Qué se va a poner Sylvia?
¿Qué se va a poner Jean?
¿Qué se va a poner Anita?
¿A qué hora va a ir Sylvia por Anita?
¿Qué va a ir a comprar Sylvia?

Evaluation Have the students complete the matching test for this lesson. On this test each student should identify correctly in Spanish 7 out of 10 drawings of clothing.

DIALOGO

En el patio *(playground)* de la escuela

Jean: Hola, Anita, ¿cómo estás?

Anita: Muy bien Jean. Oye *(listen)*, ¿conoces tú *(do you know)* a Sylvia?

Jean: Sí, Sylvia es estudiante en la escuela secundaria *(junior high)*.

Anita: ¡Oh! Y, ¿cuántos años tiene?

Jean: Sylvia tiene trece años.

Anita: Ahí *(there)* viene *(comes)* ella.

Sylvia: ¡Hola muchachas! ¿Qué están haciendo?

Anita: Nada *(nothing)*, solamente *(only)* hablo con Jean.

Sylvia: Muchachas, ¿quieren ir a una fiesta manaña *(tomorrow)?*

Jean: Sí, sí, yo si quiero ir *(to go)*.

Anita: Yo también quiero ir. ¿Qué vestido te vas a poner? Sylvia

Sylvia: Voy a comprar un vestido largo *(long)* en la tienda de ropa.

Jean: Yo me voy a poner *(I am going to wear)* una mini-falda de muchos colores con una blusa blanca.

Anita: Bueno, pues yo me voy a poner unos pantalones negros de terciopelo *(velveteen)* con una blusa dorada *(gold)* y un saco negro de terciopelo También.

Sylvia: Bueno muchachas, yo ya sé *(I already know)* donde viven *(live)* ustedes. Así es que *(therefore)* voy *(I'll go)* por ustedes a las 7:30 de la noche. ¡Estén listas! *(Be ready)*. Yo ya me voy porque tengo que *(I have to)* ir a comprar zapatos.

Anita
Jean: Adiós Sylvia. Nos vemos *(We'll see)* esta noche.

EVALUATION

Draw a line from the picture to the correct word.

zapatos

chaqueta

vestido

corbata

abrigo

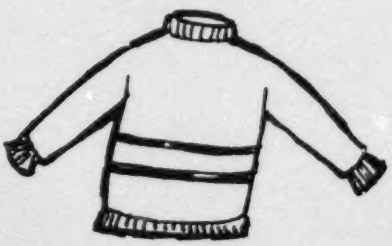
calcetines

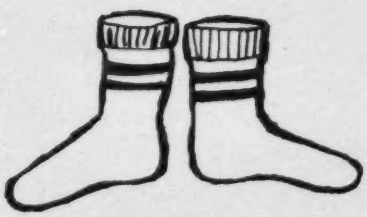
suéter

pantalón

chaleco

falda





¿DONDE ESTA?

Notes to the Teacher Provide as much help as needed.

Concepts To review clothing and to distinguish between *sobre* (over) and *debajo de* (under).

Objective Given a list of 10 drawings, each student will correctly identify at least 7 of them in Spanish.

Vocabulary

sobre	*alto*	*la mujer*
debajo de	*bajo*	*baja*
usamos	*chaparra*	*enseñar*
algo	*de baja estatura*	

Materials

List	Directions
Clothing cards from the lesson *"Mi ropa y mis zapatos"*	These clothing cards will be used throughout the lesson.
Cassette recorder, blank cassette tape	The cassette and tape will be used for recording in Activity 8.
Worksheets: Evaluation (p. 105)	Have copies available for the students.

Activities

1. Introduce the activities by demonstrating for the entire group:

   T: *Yo pongo el lápiz sobre la mesa.*

   Yo pongo el libro sobre la mesa.

Activities (cont.)

2. Explain the word *sobre*, and have two or three students demonstrate.

3. Say to the group:

   T: *Yo pongo el lápiz debajo de la mesa* (demonstrate).

   Yo pongo el libro debajo de la mesa (demonstrate).

4. Explain the words *debajo de*, and have two or three students demonstrate.

5. Place all the clothing cards (*vestido, blusa, pantalón*, etc.) on the chalk ledge. Call on individual students, and give directions such as the following to reinforce the concepts.

   T: *Pon* (put or place) *el vestido debajo de la puerta.*

   Pon el pantalón sobre la silla.

   Pon la blusa debajo de la mesa.

   Pon la camisa sobre el abrigo.

   Pon el suéter debajo del lápiz.

   Pon la chaqueta sobre la pizarra.

   Pon los calcetines debajo de la ventana.

   Pon los zapatos debajo de la pizarra.

   Pon el chaleco sobre los zapatos.

6. Rearrange the clothing cards, and ask questions such as:

   T: *(Adrián), ¿dónde están los zapatos?*
   S: *Los zapatos están debajo de la pizarra.*

   T: *(Esther), ¿dónde está el suéter?*
   S: *El suéter está debajo del lápiz.*

   T: *(Diana), ¿dónde están los calcetines?*
   S: *Los calcetines están debajo de la ventana.*

Activities (cont.)

T: *(James), ¿dónde está la falda?*
S: *La falda está debajo del libro.*

T: *(Joe), ¿dónde está la chaqueta?*
S: *La chaqueta está sobre la pizarra.*

T: *(Patricia), ¿dónde está el vestido?*
S: *El vestido está debajo de la puerta.*

T: *(Pedro), ¿dónde está el pantalón?*
S: *El pantalón esta sobre la silla.*

T: *(Jean), ¿dónde está la blusa?*
S: *La blusa está debajo de la mesa.*

T: *(Liz), ¿dónde está la camisa?*
S: *La camisa está debajo del abrigo.*

T: *(Gus), ¿dónde está el chaleco?*
S: *El chaleco está debajo de los zapatos.*

7. Show the clothing cards one at a time. Ask individual students to identify the pictures. Repeat each response to set a good speech model. Have the group repeat in unison.

Then place the cards along the chalk ledge. Practice as needed. Rearrange the cards. Next have the students select the clothing cards for a man or for a woman. Replace the cards. Have the students find them again with questions such as:

T: *¿Qué usamos en los pies?*
S: *Usamos los zapatos (o los calcetines) en los pies.*
(We use shoes on our feet.)

T: *¿Qué usamos en las piernas?*
S: *Usamos el pantalón en las piernas.*

T: *¿Qué es algo* (something) *de color amarillo?*
S: *El vestido es color amarillo.*

Continue by describing the colors of the clothing.

Activities (cont.)

8. Discuss with the class ways of describing a person. Enumerate different words that describe a person *(mujer, hombre, el color de la ropa, alto, bajo.)* Explain *alto* and *bajo* to the class. Without telling the class what you are going to do, begin to describe yourself. For example:

   T: Yo soy una mujer chaparra (de baja estatura). Mis zapatos son negros. A mi me gusta enseñar (to teach). *¿Quién soy?*

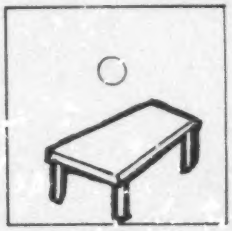
   After describing two or three students, let each student record in Spanish on a cassette a description of himself similar to the examples given. Then play the tape and have each child stand as he hears his voice, or have the total group name the person speaking. (Do not allow pointing only.) Encourage the students to speak clearly with good volume, and without long delays. You may allow time for the students to practice their self-descriptions before recording.

Evaluation Have the students work the Evaluation worksheet for this lesson. Each student should identify at least 7 out of 10 pictures correctly.

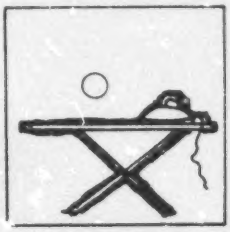
EVALUATION

¿Sobre o debajo de?

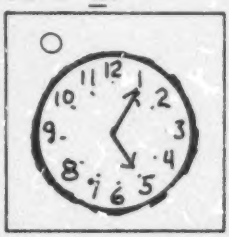
Follow the circle. If the circle is *sobre*, write an s for your answer; and if the circle is *debajo de*, write a d.



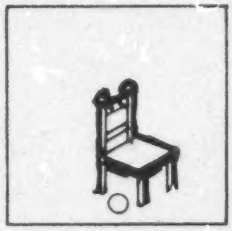
1. _____



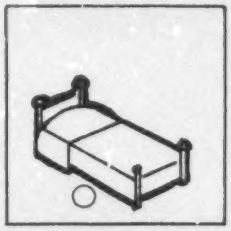
4. _____



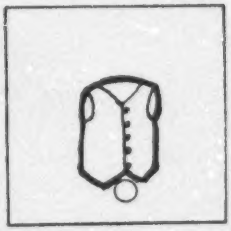
7. _____



2. _____



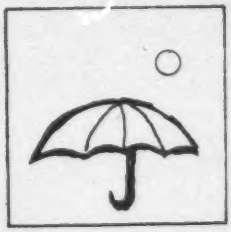
5. _____



8. _____

3. _____

6. _____



9. _____

10. _____

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ANSWER KEY FOR WORKSHEETS

LAS VOCALES

Exercise 2, page 9

Across		Down	
8	Mesquite	7	Del Río
9	Laredo	6	Uvalde
13	Río Grande	12	La Mesa
14	Amarillo	10	Mexía
11	Pecos	1	San Antonio
3	Alvarado	5	Alamo
2	San Angelo	4	Victoria

EN LA SALA DE CLASE

Exercise 1, page 23

1. *la*
2. *el*
3. *la*
4. *la*
5. *el*
6. *la*
7. *el*
8. *el*
9. *la*
10. *la*
11. *el*
12. *el*
13. *el*
14. *el*
15. *el*
16. *la*
17. *el*
18. *el*
19. *la*
20. *la*

Exercise 2, page 24

ten - *diez*
forty - *cuarenta*
five - *cinco*
fifteen - *quince*
two - *dos*
twenty - *veinte*
six - *seis*
one hundred - *cien*
eight - *ocho*
thirteen - *trece*

Exercise 4, page 27

1. *abuela*
2. *abuelo*
3. *abuela*
4. *abuelo*
5. *tía*
6. *tío*
7. *tía*
8. *tío*
9. *prima*
10. *primo*
11. *primo*
12. *tío*
13. *abuela*
14. *tío*
15. *hermano*

VAMOS A CONJUGAR

Exercise 1, page 35

Part A

estar:	*estoy*	*estamos*
	estás	
	está	*están*
pasar:	*paso*	*pasamos*
	pasas	
	pasa	*pasan*
sacar:	*saco*	*sacamos*
	sacas	
	saca	*sacan*
tomar:	*tomo*	*tomamos*
	tomas	
	toma	*toman*
hablar:	*hablo*	*hablamos*
	hablas	
	habla	*hablan*
borrar:	*borro*	*borramos*
	borras	
	borra	*borran*
llamar:	*me llamo*	*nos llamamos*
	te llamas	
	se llama	*se llaman*

Part B

	Hablar		*Tomar*
1.	*hablan*	1.	*tomo*
2.	*hablas*	2.	*tomamos*
3.	*habla*	3.	*toma*
4.	*habla*	4.	*toma*
5.	*hablamos*	5.	*tomas*
6.	*habla*	6.	*toman*

	Borrar		*Estar*
1.	*borran*	1.	*estamos*
2.	*borramos*	2.	*está*
3.	*borras*	3.	*está*
4.	*borra*	4.	*están*
5.	*borro*	5.	*estoy*
6.	*borran*	6.	*está*

Exercise 2, page 36

1.	C-D	6.	C-I
2.	C-I	7.	C-D
3.	C-D	8.	C-D
4.	I-I	9.	C-D
5.	C-D	10.	C-I

Exercise 3, pages 37-38

Accept all appropriate responses.

1. *¿Está el libro en la mesa?*
   Is the book on the table?

2. *¿Saca el niño el lapiz?*
   Is the boy taking out the pencil?

3. *¿Está Mary en la escuela?*
   Is Mary at school?

4. *¿Pasa Johnny los papeles?*
   Is Johnny passing out the papers?

5. *¿Borra Anthony el pizarrón?*
   Is Anthony erasing the chalkboard?

Exercise 3 (cont.)

6. *¿Toma la profesora soda?*
   Is the teacher having soda?

7. *¿Habla el estudiante español?*
   Does the student speak Spanish?

8. *¿Está la profesora en la casa?*
   Is the teacher in the house?

9. *¿Están dos sarapes en la mesa?*
   Are two sarapes on the table?

10. *¿Saca el niño la puerta?*
    Is the boy removing the door?

11. *¿Pasa el profesor los exámenes?*
    Is the teacher passing out the tests?

12. *¿Habla el niño inglés?*
    Does the boy speak English?

13. *¿Borra Christina el verbo?*
    Is Christina erasing the verb?

14. *¿Está el estudiante en las silla?*
    Is the student in the chair?

15. *¿Saca mamá la mesa?*
    Is Mother taking out the table?

Exercise 4, pages 39-40

Accept all possible correct answers.

ALGUNOS CONCEPTOS BASICOS DEL ESPAÑOL

Exercise 1, pages 51-52

1. *junio*
2. *mayo*
3. *diciembre*
4. *abril*
5. *febrero*
6. *enero*
7. *febrero, marzo*
8. *noviembre*
9. *agosto*
10. *octubre*
11. *septiembre*
12. *julio*

Exercise 2, pages 53-54

1. November 2
2. July 4
3. September 16
4. December 24
5. October 31
6. January 12
7. February 15
8. August 17
9. March 3
10. February 14
11. May 10
12. January 6
13. April 28
14. June 19
15. May 6

Exercise 3, pages 55-57

A.

1. *la*
2. *la*
3. *los*
4. *la*
5. *la*
6. *los*
7. *la*
8. *la*
9. *la*
10. *la*
11. *las*
12. *la*
13. *las*
14. *el*
15. *el*
16. *la*
17. *los*
18. *los*
19. *la*
20. *la*

B. *fruta* - fruit
flores - flowers
otoño - autumn
chocolate - chocolate
soda - soda

C.

1. *enero*
2. *febrero*
3. *marzo*
4. *abril*
5. *mayo*
6. *junio*
7. *julio*
8. *agosto*
9. *septiembre*
10. *octubre*
11. *noviembre*
12. *diciembre*

D. Answers may vary somewhat. Accept all appropriate responses.

E. *llevamos* *llevan*
llevan *llevas*
lleva *lleva*

Exercise 4, page 58

1. *cuatro*
2. *ocho*
3. *tres*
4. *quince*
5. *cuarenta*
6. *veintiuno*
7. *diez y ocho*
8. *once*
9. *veinticuatro*
10. *veinticuatro*
11. *ocho*
12. *veintisiete*
13. *cuatro*
14. *doce*
15. *nueve*
16. *diez y ocho*
17. *treinta*
18. *cuarenta*
19. *quince*
20. *nueve*
21. *dos*
22. *menos uno*
23. *ocho*
24. *menos cuatro*
25. *ocho*
26. *cinco*
27. *cinco*
28. *diez y nueve*
29. *diez y siete*
30. *treinta y uno*

Evaluation, page 59

1. *verano o primavera*
2. *otoño*
3. *invierno*
4. *invierno*
5. *verano*
6. *verano*
7. *primavera*
8. *invierno*
9. *otoño*
10. *verano*
11. *invierno*
12. *invierno*

EL MEJICANO Y SU MAIZ

Evaluation, page 68

Horizontal

1. *tortilla*
3. *México*
5. *cabeza*
8. *orejas*
9. *Lee*
11. *Trini López*
12. *Carr*
13. *ojos*

Vertical

1. *tortillera*
2. *boca*
3. *maíz*
4. *cuello*
5. *comal*
6. *César Chávez*
7. *dedo*
10. *Quetzalcóatl*

EL CALENDARIO AZTECA

Exercise 1, pages 77-78

A.
ocho
doce
seis
catorce
once
diez y siete
veinte
siete
nueve
diez

B.
2 + 1 = *verde*
4 + 3 = *amarillo*
5 + 1 = *negro*
6 + 2 = *azul*
2 + 2 = *azul*
5 + 4 = *rojo*
3 + 2 = *café*

C.

1.	7	11.	5	21.	16
2.	4	12.	7	22.	14
3.	3	13.	9	23.	10
4.	4	14.	7	24.	6
5.	6	15.	17 1/2	25.	4
6.	2	16.	4	26.	8 4/5
7.	4	17.	9	27.	2
8.	8	18.	9	28.	8
9.	9	19.	10	29.	2
10.	10	20.	4	30.	12

Exercise 2, page 79

Horizontal		Vertical	
1.	*Azteca*	2.	*teléfono*
3.	*calendario*	4.	*días*
5.	*cumpleaños*	5.	*cuántos*
8.	*casa*	6.	*estado*
11.	*barrio*	7.	*escuela*
12.	*número*	9.	*fiesta*
13.	*marzo*	10.	*América*
14.	*Americano*	15.	*él*

Evaluation, page 80

May 5 - *5 de mayo*
July 5 - *5 de julio*
December 25 - *25 de diciembre*
April 12 - *12 de abril*
January 19 - *19 de enero*
August 12 - *12 de agosto*
June 6 - *6 de junio*
May 6 - *6 de mayo*
September 25 - *25 de septiembre*
February 25 - *25 de febrero*
July 6 - *6 de julio*
March 5 - *5 de marzo*
October 12 - *12 de octubre*
April 9 - *19 de abril*
November 19 - *19 de noviembre*

MI ENFERMEDAD

Evaluation, page 85

1. *ojo*
2. *boca*
3. *nariz*
4. *ojos*
5. *orejas*
6. *brazos*
7. *piernas*
8. *brazo, pierna*

LAS HORAS EN MEXICO

Evaluation, page 92

1. F
2. F
3. F
4. F
5. T
6. T
7. T
8. F
9. T
10. T

¿DONDE ESTA?

Evaluation, page 105

1. s
2. d
3. s
4. s
5. d
6. d
7. s
8. d
9. s
10. d

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